

Teaching English to Rural High-School Students in India: Identifying and Addressing the Challenges

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**Teaching English to Rural High-School Students in India:
Identifying and Addressing the Challenges**

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by

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Supervisor's Certificate

This to certify that the thesis entitled “Teaching English to Rural High-School Students in India: Identifying and Addressing the Challenges” being submitted by Radharani Nayak for the award of the degree of Doctor of Philosophy in Humanities and Social Sciences of NIT Rourkela, is a record of bonafide research work carried out by her under my supervision and guidance. Radharani has worked for more than five years on the above topic. Her research work at the Department of Humanities and Social Sciences from National Institute of Technology, Rourkela has reached the standard fulfilling the requirements and the regulations relating to the degree. The contents of this thesis, in full or part, have not been submitted to any other university or institution for the award of any degree.

Prof. Seemita Mohanty

Dedication

Dedicated to my beloved Parents, my sister, Priyambada who has really sacrificed a lot for me, and my teacher Dr. Duryodhan Parida for being with me throughout my ups and downs.

Declaration of Originality

I, *Radharani Nayak*, Roll Number *512HS301*, hereby declare that this dissertation entitled *Teaching English to Rural High-School Students in India: Identifying and Addressing the Challenges* presents my original work carried out as a doctoral student of NIT Rourkela and, to the best of my knowledge, contains no material previously published or written by another person, nor any material presented by me for the award of any degree or diploma of NIT Rourkela or any other institution. Any contribution made to this research by others, with whom I have worked at NIT Rourkela or elsewhere, is explicitly acknowledged in the dissertation. Works of other authors cited in this dissertation have been duly acknowledged under the sections “Reference” or “Bibliography”. I have also submitted my original research records to the scrutiny committee for evaluation of my dissertation. I am fully aware that in case of any non-compliance detected in future, the Senate of NIT Rourkela may withdraw the degree awarded to me on the basis of the present dissertation.

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Abstract

Language, the most crucial vehicle of communication, forms an essential part of any educational system. The use of the English language in the national and international context has enhanced its importance in all domains of communication in the present scenario. It is a critical component of our education system where the English language holds a respectable position as a first and second language in the entire school education. This research study examined the proficiency level of rural high-school students in government schools in the state of Odisha considering the importance of the language in India. The findings led to some suggestions of alternate teaching-learning strategies that could aid towards improving the English language skill levels of the students.

The study had three major objectives. The primary objective was to assess the English language proficiency level of regional medium high school students of Odisha. The second objective was to investigate the problems and challenges involved in the English teaching and learning processes prevailing in state-run government High Schools including the language teaching-learning methods adopted in the classroom teachings. The third objective was to make recommendations in the light of the findings of the study by providing specific practical teaching solutions to the issues and problems. The study involved an experimental research design which was carried out in two phases using the pre-test and post-test methods. In the first phase class IX students belonging to four schools were tested and results were drawn based on the tests. The second phase involved two schools being randomly selected as control group and two other schools as the experimental group before conducting the post-test. The class IX students of the experimental group were engaged with different types of real-life activities, tasks and fun-filled methods of English language teaching by the researcher herself with assistance from the English teachers. The students belonging to the control group were not taught by the researcher through different types of fun activities and methods. They were left to be taught by their teachers in the usual way. After six-months, a post-test was conducted in all the four schools. The post-test results were analyzed and compared using paired 't' test analysis.

The findings revealed that there was a statistically significant difference between the results of the control group and the experimental group. The results showed that the students belonging to the experimental group performed better in the post-test conducted after the intervention period, whereas not enough improvement was noticed from the students belonging to the control group. In addition, qualitative data were also collected from government school English teachers through a questionnaire and face-to-face

interviews. Thus, based on the results from the tests and feedback received from the teachers, following are some of the recommendations suggested by the researcher.

The teachers should adopt suitable teaching methods based on their students' needs and abilities. The English classroom should be a platform for making mistakes as they are the real source of learning and the teachers should correct it during the teaching-learning process without magnifying it. A motivating environment should be created in the classroom both by distributing prizes and small gifts and by giving examples of previous passed out students who have excelled in their careers. There should be a meaningful engagement of the students by the teachers in the classrooms for effective teaching-learning process of the English language. This can be possible if the English language curriculum is designed in an effective manner inculcating all the applied skills of the language. There should be result-driven activities practiced in the classroom so that the pupils understand what goal has to be achieved within the stipulated time of the classes. The teachers should encourage student-centered classes by creating opportunities for learning that recounts real-life experiences and stories being narrated and written by the students themselves. Most importantly, the training of the teachers should be a prerequisite for training the students. The teachers should seek feedback from the students at the completion of every class regarding his/her teaching process and the subject comprehension of the students.

Key Words: English language learning; proficiency; fun-methods; pre-test; post-test; intervention; state-run government high-school

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List of Abbreviations

ASER:	Annual Status of Education Report
B.Ed.:	Bachelor of Education
BSE:	Board of Secondary Education
CBSE:	Central Board of Secondary Education
CEFR:	Common European Framework of Reference
CISCE:	Council for Indian School Certificate Examinations
CLL:	Collaborative Language Learning
CLT:	Communicative Language Teaching
DIET:	District Institute for Education and Training
ELT:	English Language Teaching
ESOL:	English Speakers of Other Languages
GTM:	Grammar Translation Method
KET:	Key English Test
NAS:	National Achievement Survey
NCERT:	National Council for Educational Research and Training
NCF:	National Curriculum Framework
RTE:	Right to Education
SLA:	Second Language Acquisition
TBLT:	Task Based Language Teaching
TT:	Teacher Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UGC:	University Grants Commission
ZPD:	Zone of Proximal Development

Chapter 1

Introduction

A vast and diverse country like India entails certain characteristics that are completely unique, and at the same time, quite challenging. A huge population based on multi-religious, multi-caste, multi-ethnic and multilingual people abounding, its uniqueness is sometimes beyond comprehension by outsiders. The constitution of India has recognized 22 languages as the official language of the country which denotes the multilingual importance and in addition, these languages are being used as the first languages in different parts of the country. At the same time, there are many other languages which are not recognized as scheduled languages, yet used by the citizens as mother-tongues in several parts of the country.

India has also acquired global importance as one of the leading economies of the globe. A common language is needed to communicate with people from other countries, which has been occupied by the English language because of its rich colonial legacy in our country. In this age of globalization, proficiency in English language has become an important criterion for people aspiring for better achievement level in different disciplines like science and technology, law and administration, business, commerce etc. And to achieve this level of proficiency, an adequate level of learning and practice is highly essential. Therefore, English has become a common language for the purpose of communication in general, as well as the language of instruction in higher education. In the words of Nunan (2017):

The emergence of English as a global language has strengthened the rationale for a task-based approach to language pedagogy because it gives learners in English as a foreign language environment not only the opportunity, but indeed the need to use the language for authentic communication. English becomes a tool for

communication rather than an object of study. This trend is almost certain to increase. Millions of language learners around the world will have opportunities for the authentic use of language (p.466).

Language, the most crucial vehicle of communication forms an essential part of any education system. Today, the use of the English language in the national and international context has enhanced its importance in all domains of communication. In India, scores of people, spanning every section of the socio-economic strata, perceive English to be a language of opportunity. For young people, along with being a medium of communication, it is even sensed to be a kind of style statement. It is a critical component of our education system where it holds a respectable position as a first and second language during the entire school education. Proficiency in the language is considered to be very vital, for different workforces of the country as global community prefers the English language for communication as compared to any other languages. Even at an individual level, a good command over the English language plays a major role in elevating the socio-economic status of an individual. Thus, mastery of the skills of English language has become an essential prerogative.

The process of globalization has changed the face of the entire world and its impact can be felt in human life including their languages, culture and the communicative styles of people (Canagarajah, 2005). Being the lingua-franca of the world, English enjoys a privileged status and an increasing demand among people (Lin & Martin, 2005). Considering the importance of the language among people in India, this study examined the proficiency level of rural high-school students in government schools of Odisha, and henceforth suggested some alternate teaching-learning strategies that could aid towards improving the English language skill levels of the students.

1.1 Background of the Study

According to National Council for Educational Research and Training (NCERT, 2005), the opening up of the Indian economy in the 1990s coincided with an explosion in the demand for English in our schools. The main reason behind such an explosion is English

has been perceived to open up opportunities in almost all disciplines including medicine, engineering, technology, research, commerce, and trade. Yet, the teaching and learning of English today in India can be broadly divided into two categories; 1) a diversity of schools and linguistic environments supportive of English acquisition, and 2) certain other classroom systems that follow systemically pervasive classroom procedures of teaching a textbook for success in an examination, modulated by teachers' beliefs influenced to varying degrees by inputs from the English-language teaching profession (National Curriculum Framework, 2005). The National Knowledge Commission Report (2006) says that the quality of English language teaching is not good enough, and the support systems, such as the number of teachers or the materials for teaching, are neither adequate nor appropriate.

Chomsky (1975) suggests that compared to the teaching of any other curricular subject, second-language pedagogy must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes. This is a feat achieved in one's own language(s) by every pre-school child. It is this minimum level of proficiency (which can, however, be shown to require a mental grammar of remarkable sophistication, and also allows for the comprehension and production of language in real time) that the person on the street aspires to: 'speak English', as against merely passing examinations in it, or knowing its grammar. As per this Chomskyan mandate, the Position Paper NCF 2005, reiterates that regardless of the particular class in which English is introduced (Class I, class III, Class IV, or Class V), the aim at the initial levels (the first, or first two years of English) is to build familiarity with the language (through primarily spoken or spoken-and written input) in meaningful situations, so that the child builds up a working knowledge of the language. At the higher level, that is the secondary level; vocabulary, reading, and literature become integral to language learning.

1.2 Motivation behind the Study

The idea of conducting a research on rural school students in regional medium schools of Odisha was triggered while doing my post-graduation at a central university in India

during the period 2010-12. During the initial days of my studies, the hesitancy within me to open my mouth even after knowing the correct answers raised many questions within me. The main reason was my regional-medium school background which instilled in me the fear of answering in the English language, with this thought that my classmates would laugh at my lack of good English speaking skills. The question that arises here is what can be done to improve the English teaching-learning scenario in our state-supported schools which are supposed to be providing the best, but in reality, provide the worst. In order to get more evidence on the proficiency level of students studying in different types of schools, a micro-level study was conducted among class VIII students, taking into account four schools - two state-run government schools, one government-aided school (partially funded by the government) and a private English medium school - located within close proximity of each other in a town area.

The result of the micro level study confirmed the general notion about state-supported schools. It showed that the proficiency level of the state-run regional medium government school students is much below than the private English medium school students even less than government-aided school students (Nayak & Mohanty, 2014). This micro level study and its results formed the basis for this full-fledged study on this topic and has subsequently been worked-out. Thus, the present study aimed at finding out the problematic areas in the English teaching-learning process in state-supported rural high schools, and also attempted to provide some solutions to the problems.

1.3 School Education System in India

Education plays a crucial role in the lives of every individual in the society. Quality education is an essential and important factor as well as the need of the hour. School education system in India includes two central boards, namely, the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE), apart from the various state boards that impart classroom instruction in the regional language of the state concerned. CBSE is the central government controlled school board that imparts education in English medium and has both government-supported schools and private-funded schools functioning under its jurisdiction. CISCE is

a private school board approved by the Government of India to impart education in English medium, in schools affiliated to the board. A majority of the schools all over India are affiliated to the CBSE, yet at the same time, CISCE affiliated schools also have a good presence throughout the country.

Besides these two central boards, different states have their state boards that promote the regional language of the state through classroom instruction in the state language. In CBSE and CISCE affiliated schools the medium of instruction is English and two other Indian languages are taught to the students compulsorily, with the state language being one among the languages. In the state board schools, the medium of instruction is the state language, and English and another language are taught to the students compulsorily. The three-language formula is, therefore, broadly followed by most schools in India with very few exceptions.

1.4 English Language Teaching in India

There has not been any significant change in English language education in India after independence. In many schools, colleges and universities English has been used as a medium of instruction. The onset of English language in India, was due to its increasing demand and influence. According to the then chairman of the University Grants Commission (UGC), Dr. S. Radhakrishnan, the language English is important as it would update our people regarding various developments that is taking place in other different parts of the world. The UGC was of the opinion that English, an international language will soon be the language of the world (Hornberger & Vaish, 2009). It also continues to say that the development of science and technology could be known to our country only through English language.

The Secondary Education Commission of India, made some recommendations in the year 1951, regarding the teaching method, teaching materials and evaluation system. As per the recommendation, ‘activity based’ and ‘project based’ methods’ should be adopted in the school education system. (Aggrawal, 1988). Later on, the ‘Three Language Formula’ came into force which asserted on the fact that there should be three languages

in the Indian school education system and the third compulsory language should be English or any European language. But it has been seen that nowhere in India English language has been replaced. It shows the unanimous acceptance of English language in India (Hornberger & Vaish, 2009).

In the year 1966, the Kothari Commission also accepted the ‘Three Language Formula’ and recommended that the language English should be used as a library language and a medium of instruction in the universities. The main motive of the commission in suggesting this measure to the government was that language proficiency is very much useful for the students, graduating from the university (Verghese, 1989).

English language teaching in India is well-established today with different methods being employed in different schools and colleges throughout the country. With a youth population of over 60 percent of the total population of the country, India certainly has a demographic dividend that is hard to match (Graddol, 2010). And this youth group, unlike youths of previous generations knows what it wants and strives for it aggressively. Good knowledge of English, to meet the needs of the industry, is one of their immediate requirements. Taking into account the need for good English skills primarily for success in the workplace, the Indian education system has different strategies in place for teaching English to students at various levels. The methods and approaches adopted by governments, both Centre and the states, to fulfill their objective of providing good English education to the students are well-crafted and well-grounded. But what is lacking, as generally observed, is the implementation part at the ground level in certain sections of schools and colleges that have the responsibility of imparting proper and effective English language skills to students. Thus, a review of the ELT strategies adopted by a particular section of schools forms the basis of this study.

1.5 Teaching and Learning Process in Regional Medium Schools of Odisha

The general perception of people, in the present-day scenario regarding the teaching and learning process in regional medium government schools of Odisha is that these schools

are lagging behind in providing quality education in English to the students. Not only English education, but education in general in regional medium state-supported schools is observed to be very poor as compared to private schools in the state. This is a situation prevalent in most of the states of India, excepting a few states, and some states perceived to be marginally better than the rest, but still far below the standard prevalent in students from private medium schools (Rao, 2013; Debata, 2013; Mohapatra & Satpathy 2014; Mohanty, 2013). Probably this is the reason why English medium schools are mushrooming in every nook and corner of the country (Dorairaj, 2012).

In the government schools the emphasis, even now, while teaching English, is on the Grammar-Translation Method where English words and phrases are translated into the local languages and are given to the students to learn by rote. Additionally, as stated by Bright & McGregor (1978); Tickoo (2004); Padwad (2017); Arul Kumar (2012), the teachers themselves are not trained enough to teach correct English pronunciation, speaking or reading skills to students. Since the teachers themselves have passed out from such a faulty teaching-learning system, they find it difficult to provide any quality teaching to their students. No doubt teacher training institutes in the past few years are trying to incorporate new and innovative teaching strategies into their curriculum, yet a lot needs to be done.

The picture becomes very clear on the learning outcome of India's school system when we take into account Pratham's *Annual Status of Education Report* (ASER), 2016, which states that 'of all children enrolled in Std. V, about half cannot read at Std. II level.' ASER is an annual survey, aimed at 'providing reliable annual estimates of children's schooling status and basic learning levels for each state and rural district in India.' It is facilitated by the well-known non-governmental organization in India, Pratham Education Foundation. ASER is being conducted every year since 2005 in almost all rural districts of India. ASER 2017 report titled, "Beyond Basics" that has been published recently also reiterates the same – "53% of all 14-year-olds in the sample can read English sentences. For 18-year-old youth, this figure is closer to 60%. Of those who can read English sentences, 79% can say the meaning of the sentence" (p.4).

In the regional medium schools of Odisha, the state language Odia is the medium of instruction used by the teachers to teach subjects like science, mathematics, history, civics, and geography. Only the subject English is meant to be taught by using English as the medium of instruction. Yet, for this subject to enhance better understanding among the students, the teacher teaches the subject English in English language and then explains it in the regional language i.e. Odia. For instance, a story in the English book such as “The Three Questions” is taught as follows: First, the teacher reads out the story and then makes the students read the story to themselves. Later for a better understanding of the students, the teacher switches from the English language to Odia language. As a result, the students undoubtedly become thorough with the subject matter of the story but when they are asked to explain that in English, they fail miserably both in expressing their thoughts orally and in writing.

Taking into account this method of teaching English in general in most state-supported regional medium schools in Odisha, the standard of accomplishing adequate knowledge of the subject is observed to be deteriorating day by day. A large number of failures in English at the secondary level have been due to the pupil’s poor accomplishment of language skills. This is validated by the ASER report 2016 that states that the percentage of students in Std. VIII who can read simple sentences in English stands at only 45.2 percent. In most cases the teacher has no idea of the goal he/she is to achieve and the old grammar-translation method still reigns supreme. Additionally, the efficacy of the teaching materials used still remains to be proved beyond doubt. The materials, which the teachers make use of in government schools are not sufficient, and sometimes not up to the mark. The so-called functional communicative approach associated with ‘Learning English’ series of textbooks has not yet shown to have brought any remarkable improvement among the students either. This is a situation not singular to the state of Odisha only but is also applicable to most other states of the country.

In 1964, V. K. Gokak, the renowned educationist, had stated that the foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far-reaching developments in the pedagogy of English (Gokak, 1964). Even though this was stated in the 1960s, the picture

today, as observed in schools throughout India, is very similar to what had been said by Gokak. Even now in many governments supported schools in Odisha, a teacher with a Bachelor of Education (B.Ed.) degree in any Arts subject is given the task of teaching English to the students, irrespective of his/her mastery over the language. In comparison, English teachers in private school usually have a basic degree in English, thereby leading to better English teaching in these schools. One of the key reasons why private school authorities ensure better teaching is accountability, and also the reputation of the school is completely dependent on the examination results of the students. Thus, with more accountability and better teaching, private school students perform better in any proficiency test or competitive examination.

In regional medium schools, the medium of instruction is the regional language for all subjects except English. Even for English, Odia language is used partially by the teachers to teach the students. Throughout their school education, the students learn everything in the regional language which ultimately results in these students not being able to write and speak properly in English. The knowledge and confidence level required to use English correctly and effectively while speaking and writing is not provided to them in their schools, resulting in these students not being able to perform to their best when they pursue higher studies, where English is the medium of instruction. Sometimes the students are observed to be having adequate book knowledge, but they mostly lack the practical skill of expressing themselves properly while speaking. Therefore, it becomes an important responsibility of the authorities to ensure good English skills among these students so that they become well-equipped to take on the rigors of higher education.

Nowadays, only children from poor and deprived backgrounds attend government schools, while parents who can afford, send their children to private English medium schools. The low economic statuses of their parents prevent them from getting into a superior private educational institution and force them to join a government school for their schooling where education is free, but the teaching-learning process is abysmally poor. Definitely, there are some schools which are actually doing well, but their numbers are very few and far between. Since the students come from poor backgrounds, on the

one side the parents hardly seek any accountability from the teachers, and on the other, they themselves are not much bothered about the education of their children. Nobody gives any individual attention to their education, neither the teachers at schools nor their parents at home. Often the private school students are much smarter and advanced than the government school students. Additionally, it is also true that not all private schools have better teaching-learning systems and the learning outcomes are all good, but in general, these schools are more accountable to the parents, as a result of which they are relatively better than most public schools.

1.6 Need for English at the High School level

Today English is considered as a library language, a link language, a language of modernity and development, a transactional vehicular language and a language of social and geographical mobility (Graddol, 2010). Knowledge of English is very much essential in all spheres of life, especially in the education sector. High school is the foundation on which the future career of a student is built. The students who pass out from the high school with minimum or almost no proficiency in the English language face innumerable problems while entering into the institutes of higher learning. It has been observed that many school toppers and good performers at the school level find it very difficult to cope up in the higher learning institutions where the lessons are taught in English and the case is even worse at professional institutions since the lectures there are delivered only in the English language.

The problems are not only confined to academics only. It extends up to socializing and interacting with their peers and teachers. In a classroom where the medium of instruction is only English language, students possessing good English skills show more courage and confidence. They willingly participate in the discussions and interactions without any inhibition. But students having low proficiency in the English language choose to remain silent in the class. They do not open their mouths even if they know the correct answers to the questions. In this connection, Sheorey (2006) and Ellis (2008) point out that, a majority of students graduate from regional medium schools with some books and rote learning having little communicative ability in English. After that,

they enter the institutions of higher education where they struggle to compete with better-equipped students to cope up with the English language requirements of higher education. A study by Mohanty (2017) also points out that, students from regional medium backgrounds those who opt for the science stream at the higher secondary level face problems because of their lack of good English skills as they are unable to understand some of the technical terms of science subjects.

1.7 Private English Medium Schools Vs. State-run Government Schools

There are numerous arguments regarding the medium of instruction in the state-run schools and the private schools. The Government of Karnataka filed a case in the court of law forcing the English medium private schools in Karnataka to switch over to Kannada medium. But the Supreme Court of India overruled the case of the state government saying that parents have the freedom to choose the medium of instruction for their children. The Supreme Court said, “It is easy to say that children should be taught in mother tongues, but the question is how to survive in this world. The best way out of this controversy would be to make all choices available but let the parents decide” (as cited in Graddol, 2010, p.72).

More numbers of private English medium schools in Odisha are mushrooming day-by-day. It is because of the interests of the parents even from the middle class and lower-middle class families who want to send their children to English medium schools. The reason behind this is not just the medium of instruction but their systematic organization of things like class monitoring, assignments, homework, checking the progress of learning, guardian meetings, regular tests, and examinations. But these facilities also differ from school to school. In this connection, Krishnaswamy & Burde (1998) and Strevens (1988) opine that quality ‘sold’ in all the schools is not the same, there is one for the master (who can afford it) and one for the poor boys and girls. Thus, the quality of education is seen to be dependent on the price paid.

1.8 Statement of the Problem

It is widely seen that the English language standard of youths passing out from schools and colleges remain much below the accepted level. In an extremely competitive environment, knowledge of English has become important to get employment in certain sectors. But experts feel Odisha youths are unable to do well because of their inability to speak in the Queen's language ("English Matters", 2013). According to the report, the standard of English spoken or written by the people of Odisha leaves a lot to be desired. As per the report the state is certainly not at the bottom compared to the other states but is far from being at the top. There have been other widespread reports also on the decline in the standard of English among school students of Odisha, plus also on the differences in the proficiency levels between government and private school students (Rao, 2013; Wright, Boun, & García (Eds.), 2015; Mohanty, 2017; Nayak & Mohanty, 2014).

Though English is a compulsory subject in the Odisha Secondary School Curriculum with six periods allotted per week and the average pass percentage in the HSC (High School Certificate) Examination is at 69% in the last five years, (BSE, Report) yet the general English standard of the students passing out of the schools remains quite low in comparison to other subjects. The position now in Odisha is that in the government schools, specifically where the medium of instruction is Odia, the standard of English is comparatively much lower than the private schools or other such schools where the medium of instruction is English. Even if the students pass the Board Examination, a good proportion of the students cannot write a good paragraph on their own, cannot read a simple unknown passage with understanding. According to Agnihotri & Khanna (1994), a large proportion of tertiary level students in Indian universities lack a working command of the English language. It is because most of them hail from the regional medium schools where English is though taught, but only for the sake of teaching.

English teaching in India is mostly a teacher-textbook-classroom affair. It is generally observed that teachers are primarily concerned with paraphrasing the lessons in the textbook, dictating model answers, explaining the rules of language operation, and

taking the students through a series of pattern drills for reinforcement. In this process, the involvement and role of the student are missed out.

In regional medium government schools of Odisha teachers still, prefer the grammar-translation method which is the oldest method of teaching English. This ignores active processing in the target language and makes use of a type of practice where students are likely to think in the mother tongue and then by a process of translation express themselves in English (Tickoo, 2004). It becomes ineffective in promoting the active acquisition of English. Though the curriculum framed by BSE, Odisha aims at emphasizing on all the four skills, and especially on the communication skill in order to "enable the learner to avail himself of new opportunities in the national and international sphere" (BSE, 2013), but the very part of communication is neglected in the classroom teachings. The teaching-learning process becomes mechanical in the classroom scenario and teachers are more concerned about finishing the course rather than trying to understand the achievement level of the students.

While conducting a micro study on the English language proficiency level of regional medium school students, it was found out (through classroom observation and students' feedback) that the subject English is taught to students using their mother tongue (L1) (Nayak & Mohanty, 2014). The same fact was also discovered in the later period when the researcher conducted a pilot study in two rural schools in Sundargarh district of Odisha. Well-known ELT experts from Odisha, Kundu & Patra (1998) have also stated in their work that the English teachers teaching in schools of Odisha assume that English is a difficult subject to understand for the school going children, as a result of which they use the regional language that is Odia to explain the meaning to the students. Subsequently, this fact was also revealed to the researcher again while conducting the present study. So, there is largely no scope for spoken English in the classrooms as everything in an English class is explained in Odia to the students.

Yet within such undesirable English language learning environment, government statistics regarding district-wise pass percentage in second language English in Odisha during the period 2009-2014 reveals that the average pass percentage in Second language English throughout Odisha is 67% (BSE, 2014). In view of the perceived inadequate

system of English education in the state, the need arises to evaluate and authenticate the statistics and curriculum by correlating them to what actually goes in the confines of the classroom. This requires first-hand knowledge of the ground realities of the teaching-learning situation. Every learning situation has three main components: - the teacher, the students, and the method/ materials, besides a host of other influential mechanisms like the physical facilities including the classrooms, the toilets, drinking water facilities etc. (Debata, 2013; Mohapatra & Satpathy, 2014). These components are associated or related to one another that result in definite pedagogical consequences. The present study aims at probing into all those problems relating to the classroom teaching-learning process and providing possible solutions.

Since the English language proficiency of students who enter into the portals of higher studies like engineering, medical sciences, business, commerce and other branches differ considerably, it has become imperative to assess their capability from the very beginning and high school is a crucial stage for the students to begin to think for higher studies (Reddy, 2012; Mohanty, 2017). Taking into consideration the undesirable criticism and comments from various stakeholders and also considering the observation and experience of the researcher regarding the lack of adequate English proficiency among the Odia students, it has become essential to conduct a proficiency assessment survey to find out the proficiency level of the high school students, and at the same time also to find out the problems involved in the teaching-learning process. The present study emphasizes on examining and understanding the classroom situation that includes the pedagogic practices, mother-tongue influence, the learning materials, and the training required for teachers so that the English teaching-learning process in these classrooms becomes effective and productive.

1.9 Research Objectives

The main objectives of the present study are:

- To assess the English language proficiency level of State-run Government High School students of Odisha.

- To investigate the problems and challenges involved in the English teaching and learning processes prevailing in our regional medium Government High Schools.
- To examine whether new and innovative English teaching methods adopted by teachers in classrooms can bring about any noticeable improvement among these categories of students and to make recommendations in the light of the findings of the study by providing specific practical teaching solutions to the issues and problems.

1.10 Research Questions

- What is the English language proficiency level of high school students of Odisha?
- What are the problems and challenges involved in the teaching-learning process in Odisha?
- What kind of teaching solutions can be provided to lessen the problem areas?

1.11 Definition of Terms

1.11.1 Second Language Acquisition

Etymologically the second language refers to the language which is not the first or the native language. According to Tomlinson (2012), the second language is a language, which is not the mother tongue but which is used for certain communicative functions in a society. A second language is a non-native language that is widely used for purposes of communication usually as a medium of education, government or business (Crystal, 1997). Second Language Acquisition (SLA) refers to the scientific discipline devoted to studying the process of learning a second language, which refers to any language learned in addition to a person's first language (Gass & Selinker, 2008). In the present study, SLA stands for the English language that is taught as the second language in the secondary schools of Odisha.

1.11.2 English Language Proficiency

English language proficiency is a term associated with the various stages of language proficiency that an English learner experiences. It is the ability of a person to speak and perform in an adopted language. Here in this study, this term is used to refer to the competence and skills of the regional medium high school students in the English language. Valdes and Figueroa (1994) define ‘proficiency’ as:

“...what it means to know a language goes beyond simplistic views of good pronunciation, “correct” grammar, and even mastery of rules of politeness. Knowing a language and knowing how to use a language involves a mastery and control of a large number of interdependent components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place” (p. 34).

1.11.3 Assessment and Evaluation

Assessment is defined as ‘the gathering and synthesizing of information concerning students’ learning, while evaluation is defined as ‘making judgments about students’ learning. The ‘processes of assessment and evaluation can be viewed as progressive: first assessment; then evaluation’ (Echevarria et al, 2006, p.198).

1.11.4 Regional Medium Rural High Schools

Regional medium refers to the local or vernacular medium of language followed in the classrooms during the teaching learning process. In the state of Odisha, where the current research is carried out, it is the Odia language which is used for the same. According to the Census Report of 2011, ‘Rural’ area refers to - a) places belonging to the village area, b) which does not belong to the town area, c) where the population is less than 5000, d) where people are mainly involved in agricultural works and, e) where there is no municipality or corporation exists. High schools belonging to these types of areas are considered as rural high schools.

1.11.5 Teacher Education

Teacher education refers to any of the formal programs that have been established for the preparation of the teachers at the elementary and secondary-school levels (Byram, 2002). In this study teacher education refers to the training and development programmes conducted for English teachers and the professional qualifications they possess as language teachers.

1.12 Significance of the Study

- The present study would help to understand the standard of English language among the rural high school children along with the pitfalls in the process of teaching and learning of English in the state-run government schools.
- It would supplement to the research already done in the field of teaching English as a second language in the government schools of India.
- It would also help to bring forth various recommendations and suggestions for policy-making related to English language teaching and learning and thereby bringing in necessary innovative changes in classroom teaching and learning strategies so that our classrooms do not remain linear, stagnant and wearisome.

1.13 Structure of the Thesis

The first chapter of the thesis consists of the introduction part which includes the motivation behind the study, the background, the significance of the study, including the research objectives and the research questions.

The second chapter of the thesis comprises the review of related literature and the theoretical framework of the study. This chapter also identifies the relevant gap in the existing literature and narrates the process through which the study is progressed further.

The third chapter discusses the materials and methods used for the study which includes the sample, methods, tools, techniques, and procedures through which the present study was conducted.

The fourth chapter describes the intervention process in detail in the form of classroom activities which were carried out during the field work of the study. Intervention was given in the form of various learning methods, activities, and techniques such as *Storytelling Method, using poems, use of grammar in context, folk-tales, riddles, tongue-twisters, telephonic conversation, listen and do activities, proverbs, chain drills, black-board texts, role-playing, skit performance, description of people, places, and things, different types of vocabulary games, dumb charades, and different other types of writing activities.*

The fifth chapter gives a detailed description of the data presentation, analysis and discussion. The results as elicited from the pre and post-test study design, in addition to the data elicited through qualitative methods are discussed extensively in this chapter. The quantitative data of the study were analyzed statistically using t-test analysis. The teachers' interview and feedback were analyzed qualitatively.

The sixth chapter is the concluding chapter of the thesis. It summarizes the whole thesis as well as recommends solutions to the problems involved in poor English language skills observed among state-supported government high school students in rural areas. It also provides a sample lesson plan with the primary objective of assisting the teachers to improve the classroom teaching-learning process.

Chapter 2

Review of Related Literature and Theoretical Framework

This section analyses the previous studies conducted on the problems of teaching and learning of English in India, the methods of teaching and learning English. It is divided into two sections. The first section comprises of the review of related literature and the second section describes the theoretical approaches and framework of the study. Those theories and approaches of second language learning and teaching are; the Communicative Language Teaching (CLT), the Collaborative Language Learning (CLL), the Task Based Language Teaching (TBLT), games and language learning, and the Common European Framework of Reference for Languages, commonly known as the CEFR.

2.1 English as a Global Language

English is no more treated as a colonial language in India. It is instead considered as a global language thereby becoming the language of economic empowerment. In his book *English as a Global Language* (1998), David Crystal makes a couple of significant assertions while making a claim for his own position as a writer supporting why English deserves to be and is the global language. In posing his claim regarding the global status of English language, he accepts the “value of multilingualism” and proposes that “everyone would (should) be at least bi-lingual for such an expertise benefits a person, being a part of two cultures” (1998, p. x). Grosse (2004) is of the opinion that proficiency in the English language is an advantage in furthering one's career opportunity in a global market.

In the global context, English has provided a competitive advantage to countries where it is being taught as a second language. India not only has the English advantage but also is a partner in global English. It is because of the English language advantage that it has been successful in producing a huge number of skilled workers who could take up jobs in various disciplines across the world. Such a situation directly brings to attention the teaching of English in the country as it divides people having access to good and effective language education and those who do not have proper access to a good English education.

2.2 Problems of Teaching English as a Second Language in India

Sharan (2012) speaks about various types of problems involved in teaching English as a second language. Some of these are the late introduction of English language in rural schools, the inefficiency of the language teachers, and outdated syllabuses. He is of the view that the English teachers have poor language proficiency and added to that, English is taught theoretically without any practical implications which lead to poor outcome among the students. He also suggests that the English language learners should concentrate on punctuation, spelling, capitalization, format/layout, stylistic skills, the organization of pieces of information into paragraphs and texts. He has suggested some good practices to follow while writing such as avoidance of slang words, clichés, abbreviations, and symbols.

According to Jayaraman (2006), there are three factors that determine the process of language learning. These are 1) conditions of learning, 2) learner's characteristics, and c) the social context. He considers the second and third factors as unsuitable for classroom research. Social context is not part of a classroom and learner's characteristics are best studied when they are dealt with individuals. He also divides the conditions of learning into two parts: a) learning a language as a second language in the target language environment through exposure, and b) learning language as a second or foreign language within the classroom, under the guidance of the teacher and other attendant factors like a

curriculum, a syllabus, prescribed textbooks and so on. The second type of learning conditions is prevalent in the classrooms of Odisha.

According to Nunan (2017), the approach taken for language learning should always be appropriate to the context. The context will include the age and level of proficiency of the learners, the skills of the teacher, the cultural context, the institutional environment (class size, resource available etc.), the prior learning experiences of the learners and individual learners' styles. No one approach will work for everyone in a particular country because learners are different and learn in different ways (as cited in P'Rayan, 2017). Badgers & White (2000); Bailey and Nunan (1996); Bax (2003) have found out in their studies that the socio-economic lives of the students affect the students' lives in schools to a great extent, therefore, the teachers should be sensitive to the context of the students and provide maximum opportunity and attention to them.

Noyes (2004) suggests that education and learning environments are intimately linked to each other. So, there should be a congenial environment for teaching-learning to take place in schools. Therefore, any system or procedure aiming to improve the language learning must take into consideration the varied contextual factors present in the situation where the teaching-learning process is to take place.

Murali (2009) finds that the problems of teaching English as a second language to Indian students start from pre-schooling itself. He points out a number of common factors that are adversely affecting the teaching and learning of English as a second language. Primarily, he categorizes the Indian students into two categories - 'the one having regional language as a medium of study from the primary level, and the other having English as the medium of study' (p.3). He again reiterates that the environment and the family background play a vital role in the teaching and learning of English to those students belonging to the regional language medium schools. Since a majority of the people of India are farmers, peasants, and labourers, who have a low per capita income, they cannot afford to send their children to better quality schools. They have to send their children to the government schools which do not provide satisfactory education to the students. Having to manage with scarce resources in the form of dilapidated school

buildings, broken walls in classrooms, minimal furniture, no toilets, an insufficient number of teachers, and other such issues, no doubt most of these state schools are in such dire situations.

Smith (2011) observes that most of the English teaching in the world continues to take place in difficult circumstances, which he terms ‘mainstream’, despite the fact that they are largely unnoticed in main course discourse. A majority of children in India who belong to poor families find it very difficult to attend schools regularly even though they have the interest to learn. In poor families, more children mean extra income for the family. Due to their low level of income, the parents, instead of sending their children to school engage them in various household activities, and also in farming. Another big issue is hunger. Without having a proper diet, the students cannot concentrate on their studies. The government certainly has tried to address this by providing free mid-day meals up to class eight. But, the high-school students who belong to classes 9th and 10th are not allowed to have mid-day meals even though the food is cooked within the same school compound. Maybe the government needs to take a relook at this policy.

2.3 Methods of Teaching and Learning English

A language is a composite combination of knowledge and skills. A language learner should have knowledge of grammar, vocabulary and pronunciation and the skills of listening, speaking, reading and writing. In the words of Griffiths & Parr (2001) language is a complex phenomenon with invariable numbers of variables to be considered, none of which develops in isolation. These variables may relate to the learners themselves, to the ways learners behave, to the factors in the learning situations or to what it is that is being learned.

Richards and Rogers (1986) have observed that over the years there are a number of teaching-learning methods that have both come and gone in and out of fashion. These include the Grammar-Translation Method (GTM), the audio-lingual method and the communicative approach, along with a variety of other methods which are less widely practiced, such as the total physical method and suggestopedia. One of the important

aspects of language teaching is the method that a teacher follows or uses in a classroom. If the method used is suitable for the syllabus and the students' level, then the whole process of learning can be benefitted. MacKay (2002) has referred to the suitability of the learner and the method as follows: the suitability of a method to a learner depends on a) his age b) his aptitude c) his second language level d) his interests e) the time he can devote towards language learning f) the size of the group with whom he practises the language g) the culture group to which he belongs.

Graddol (2010) in his book *English Next in India* concludes by denoting certain points that form the basis of this particular study. He says that there is a major shift towards English language and people will use this language more than ever before. In India the need for English is especially felt on three aspects 1) education 2) employability and 3) social mobility. The current study focuses on the importance of English language in the education sector. The importance of English language is felt everywhere in India. And for that reason, English medium schools are mushrooming everywhere by popular demand. It is only in the past that English was used as a library language, with the main purpose of using the language for reading and writing only. Presently the need for good English speaking skills is very much felt in the Indian society since it is essential both for education and employment. But our school state board curriculum has not reflected these things (Graddol,14). Even if there are different types of programs implemented by the government in the syllabus to improve the proficiency level of students, it cannot be materialized due to a huge shortage of school teachers. Besides, the teachers are also over-burdened with other official assignments like distribution of Aadhar Cards, Census survey, Election Duty etc.

The surveys related to English language proficiency are highly needed because without being aware of the proficiency level of the students no intervention can be done, nor can any policy be implemented. India is a multilingual country, and it is a blessing in disguise since being multilingual aids towards learning new languages relatively easily (Graddol, 2010). Research has shown that children who possess the knowledge of more than one language tend to catch up a new language more easily. There is no one-size-fits-all approach or method for developing the English proficiency levels of L1 students.

(McDonough & Shaw, 2003) There should be a diversity of methods, models, and approaches depending on the needs and contexts of the students.

Kumaravadivelu (2002); Richards (2001); Seedhouse (1995); Spolsky (1989) point out that language learning theories have been unsuccessful in showing how to move from competence to performance. Teaching and learning of language have a historical epistemology which consists of different other areas, like language acquisition theory, language teaching methods and general education (Stern, 1992). There are different types of methods and approaches to teaching and learning of English as a second language. Therefore, it is the need of the hour to study and find out which method suits which context.

2.3.1 Communicative Language Teaching (CLT) Approach

Communicative language teaching (CLT) begun at a theoretical level during 1970s (Wilkins, 1976; Brumfit & Johnson, 1979; Widdowson, 1978). According to Howatt (1984), the communicative language teaching approach can be distinguished into two versions. Those are a) Weak version and b) Strong version. The aim of both the versions is to develop the communicative competence of the learners but they differ in their approaches to achieve their aims.

According to White, (1988) and Brumfit (1984) the weak version of CLT employs a traditional accuracy-oriented methodology to teach the language whereas the strong version offers a far more comprehensive substitute to traditional approach. In this version the content of learning contains a set of tasks which the teacher and the students carry out in the classroom. As Hughes (1983) pointed out, the strong version is predicted on the principle that classroom language learning will proceed more efficiently if it occurs in a similar way to natural language learning.

In the words of Patricia A. Duff, “communicative language teaching is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others” (2017, p.15). The theoretical perspective of CLT supports the use of communicative tasks and activities and claims that language is

best taught through interaction. In the opinions of Richards and Rodgers (2001) learning activities should be chosen in such a way that they engage the learners in an authentic and meaningful language use. A number of studies have focused on and have provided strong propositions (for e.g. Anderson, Maclean & Lynch, 2004; Littlewood, 1981; Doughty & Varela, 1998; Harley, 1989; Lightbown & Spada, 1990; Spada, 1997) in favour of the inclusion of CLT in the language curriculum. Canale & Swain (1980); Canale (1983) have observed that both the learners and the teachers will find the task of learning and teaching such communicative functions as how to greet someone more useful and enjoyable than the task of learning and teaching different grammatical points such as verbs and tenses. However, Mitchell (2000) is of the view that the proposition is mixed and the value of grammar education should not be undermined and should be given a close examination before giving any advice or suggestion to the policy-makers and practitioners.

Hence, the present study has included the CLT method of teaching and learning along with the teaching and learning of grammatical rules in the context.

2.3.2 Task-Based Language Teaching (TBLT) Approach

Task-based language learning (TBLT) was developed as an alternative to traditional methods such as grammar-translation, the audio-lingual method. It has received increasing support from a number of ELT researchers. A number of books such as – Candlin & Murphy (1987); Crooks & Gass (1993); Skehan (1998, 2011); Ellis (2003); Mayo (2007); Eckerth & Siekmann (2008); and Samuda & Bygate (2008) have expounded the theoretical and research basis for TBLT. It has also received strong support from teacher educators such as Prabhu (1987); Estaire & Zanon (1994); Willis (1996) and Nunan (1989, 2004).

Task is both a pedagogical and theoretical construct (Pica, 1998). According to Skehan (2011) ‘those attached to task-based approach are largely (but not exclusively) researchers’ (p.413). Task-based language teaching aims to develop learner’s communicative competence by engaging them in meaning-focused communications

through the performance of tasks (Ellis & Shintani, 2014). As Johnson (1979) put it, “fluency in communicative process can only be developed within “task-oriented teaching” by focusing on tasks to be mediated through language and where success or failure is seen to be judged in terms of whether or not these tasks are performed” (p.200). A key principle in TBLT is that even though learners are primarily concerned with constructing and comprehending messages, they also need to attend to form for learning to take place.

In the words of Ellis (2003), task holds a central position in the language pedagogy. Foley (1991) observes that task-based learning not only advocates “incidental and scaffolding learning” but it also encourages the teachers and learners to “create their own syllabus in the classroom in an ongoing and adaptive way” to promote the learning process. Long (2000) compares the traditional approach of language teaching which puts focus on the form and the contemporary approach to language learning which focuses on the meaning and contents that task-based learning is more appropriate and has more potential for classroom learning. According to Prabhu, (1987) task-based language learning is very much preferable in the second language classroom. The task here refers to the regular activities that we perform in our day-to-day life like, talking to someone over the phone, talking to a tailor, making tea, preparing egg omelet, writing a letter to a friend etc.

According to Block, (1994) and Skehan (1996) TBLT aims at developing students' interlanguage capacity through providing tasks and using language to perform it. This method proposes the idea of a task as an essential element of planning the learning outcomes. It is based on the notion that effective learning takes place when the students are engaged in the language tasks to the core than just merely learning about the language. The lines from the famous Chinese philosopher Confucius can aptly be quoted here, who said; “I hear and I forget, I see and I remember, I do and I understand”.

This TBLT approach is ideal for students having specific language requirements. It makes use of the ordinary everyday resources to assign tasks to students and then assessing them through language related criteria. It is one of the recent approaches to

language learning that has proved to be quite useful among students coming from diverse local conditions.

According to Nunan (2017), a task can be divided into two types, a) Pedagogical task, b) real-world or target task. The first categories of task are those which the learners do in the classrooms to acquire the language skills and the second category of task refers to the way language is used by people outside the classroom to undertake tasks in the real-world. In the words of Long (1985), the real-world tasks include “the hundred and one thing people do in everyday life, at work, at play and in between” (p.89). Again Nunan (2004) describes that pedagogical tasks are those tasks that are done by the learners “in the classroom to activate and develop their language skills” (p.458). “Creating an inventory of real-world tasks by listing the actions that learners will actually or potentially need to perform outside the classroom is a first step in the development of a TBLT curriculum. The next step is to turn them into pedagogical tasks”(Ibid).

2.3.3 Collaborative Language Learning (CLL) Approach

Collaborative Language Learning which is otherwise known as CLL constitutes one of the important parts of an ‘instructional approach’ which involves the practice of collectively working in small groups or pairs. In the words of Olsen and Kagan (1992) and Burns (1999) CLL is a kind of activity which emphasizes on the idea of working in groups so that each learner in the group will be accountable for his/her own learning and also will be motivated to develop the learning of other members in the group. Nunan (1988) suggests that the classroom activity should be a collaborative approach between the students and the teachers.

In the context of English Language Teaching, CLL is perceived to be an addition into another approach called Communicative Language Teaching (CLT). The main objective of CLT is to create and develop a communicative atmosphere in the language classroom. The key focus of CLL is towards a learner-centered approach which is believed to be more effective rather than a teacher-centered approach which is generally prevalent in the classrooms.

As pointed out by Richards and Rodgers (2001) the followers of CLL approach have borrowed greatly from the theoretical approaches of the developmental psychologists like Jean Piaget (1965) and L.S. Vygotsky (1962) who have given great importance to social interactions and learning contexts. Thus, we can say that the basic ideas behind the CLL approach are a) to “foster cooperation” among learners, b) to encourage their critical thinking skills, and c) to enhance their communicative competence through socially structured interaction activities.

The key theory that supports this collaborative approach is the sociocultural theory which derives from the work of the Russian Psychologist, Vygotsky (1978). According to him, learning is a process of socialization through interaction with more knowledgeable others, in pursuit of a learning goal. He emphasizes the fact that the development of the individuals including their languages, thoughts and reasoning processes is a result of their own culture. Therefore, these abilities are developed through interaction with others in the society. He studied the growth of children and found out that the day to day happenings in the social environment like dialogues, actions, and activities help children learn, develop and grow. This theory consists of two key concepts: The Zone of Proximal Development (ZPD) and Scaffolding.

ZPD is the gap between the actual level of development of a learner and the potential development which (s)he can achieve if provided with proper assistance through adult guidance or in collaboration with more capable peers. According to Vygotsky, interaction with peers is an efficient way of developing skills and strategies. He suggests that teachers should use collaborative teaching and learning exercises where less competent children can develop their skills with the help of the skilled peers within ZPD. He believed that when a student is at the ZPD for a particular task, providing with appropriate assistance will give the student enough support to achieve the task.

Scaffolding is the other concept given to the provision of appropriate assistance to students in order that they may achieve what alone would have been too difficult for them. It is otherwise known as “assistance learning.” It means that students who know things but are afraid of expressing, they can perform better if given a push or assistance by parents, teachers, elders or more capable peers. Many research studies have revealed

that scaffolding by peers contributes to a great extent to second language development (Huong, 2007).

Sociocultural theory, in the words of Lantolf (2000) truly encourages the language teachers to design their classes in different styles including different types of communicative activities. In this process, the aim of the teachers and instructors is to develop different types of experiences through which students learn from each other by collaborating with one another. Thus, the learners develop their cognitive performances better than what they would have achieved if they had worked alone.

2.3.4 Games and Language Learning

According to Thornbury (2006), “Games are activities which is entertaining and engaging, often challenging, and activities in which learners play and usually interact with others” (p.1). Games help and encourage many learners to sustain their interest and work. Games provide one way of helping the learners to experience language rather than merely study it (p.2).

Various studies have been conducted to make English learning interesting and easy for the learners to acquire the language. Incorporating fun methods of learning in the form of games and activities in ESL syllabus is a well-established field of study that has been observed to motivate young learners to learn the language more readily. Through language games, learners are observed to make actual use of the language. According to Bransford, Brown & Cocking, (2000) learning through fun-methods adds variety to the dry, serious process of language instruction. Resnick (2004) supplements this by suggesting that learning is a bitter medicine that needs a sugar-coating of entertainment to become palatable. Das (2014) proposes that in a learning situation “games and activities provide fun and motivate students to learn the target language in a relaxed manner” (p.3). Lengeling and Malarcher’s (1997) study highlights the benefits of language learning through the use of games in the classroom. In their opinion, teachers can supplement their lesson plans in the ESL classroom through games and activities. The benefits range from cognitive aspects of language learning to more cooperative group dynamics.

It is common knowledge that children have an inherent liking for stories. Stories create a sense of enchantment in their young minds. It teaches them many things about life and other things as well. Telling stories to students is a unique way of developing certain concepts in their minds which is otherwise difficult to achieve. It is a better method to develop the listening and speaking skills of students since they are perceived to be more attentive during the process. Short stories with interesting or intriguing story-lines can generate lively debates and discussions among the students right in the classrooms that can form the cornerstone of a good learning experience.

2.4 Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages, commonly known as CEFR is an international standard which describes the level of language learning abilities. It is developed under the direction of Council of Europe. It is an impressive functional approach to task-based teaching and assessment designed for at least 20 languages across a broad spectrum of proficiency levels (Broeden & Martynick, 2008; Little, 2007). CEFR now guides language teaching policies, planning and assessment in countries in the European Union and is gaining ground in the Asia-Pacific region, Canada and other places. It encourages learners, teachers and teacher educators to collect evidence of learners' proficiency and language learning biographies through various media including multimedia, personal; learning portfolios that include statements and illustrations of what learners can do in the various languages that are part of their L2 or multilingual repertoire (Little, 2007).

The CEFR has its own syllabuses, curriculum roadmap, examinations, and textbooks, to enhance the learners to use the language for communication purposes in an effective manner. The definition of proficiency levels appraises each and every student to progress in all the stages of the learning process. The Framework asserts its current practice by allowing teachers, trainers, administrators, examining bodies to reflect the need of the learners according to the situations prevailing in the real world.

The three categories of the proficiency level provided by the Common European Framework are; Basic user, Independent user, and Proficient user. Each category is further divided into two; Basic user (A), is divided into Breakthrough or beginner (A1) and Way stage or elementary (A2), Independent user (B) into Threshold or intermediate (B1) and Vantage or Upper Intermediate (B2), Proficient user (C) into Effective operational proficiency or advanced (C1) and Mastery or proficiency (C2), respectively.

The individual components of CEFR can be used both in the national and regional contexts to examine the classroom practices of the teachers and can control the learning outcomes through the establishment of quality indicators which are internationally recognized. In order to see the relations between the components of CEFR and quality assurance, it is important to study briefly the descriptions of competence provided by CEFR. Thus, the basic category of user-ability and quality of performance of an international level for different languages are given below for better understanding:

2.4.1 Table-1: CEFR Global Table of Proficiency

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him /herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organizational patterns, connectors, and cohesive devices.

Independent User	B2	Can understand the main idea so complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main point so clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to an area so most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspect so his/ her background, immediate environment and matters in area so immediate need.

	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself /herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and the thing he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared
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2.5 Objectives of Board of Secondary Education (BSE) Odisha

According to BSE Odisha “the teaching and learning of English at the Secondary level will take into account the fact that the access to English will empower the learner in all spheres of communication. This will also enable the learner to avail himself of new opportunities in the national and international sphere and main objective of teaching and learning is to enable the learners to speak fluently, listen mindfully, read and write English with reasonable correctness”. The following are the main thrust of learning and teaching English laid down by the Board:

- 1) The ability to understand English in different context when it is spoken
- 2) The ability to speak intelligibly
- 3) The ability to write English correctly and coherently
- 4) The ability to think and comprehend
- 5) The ability to enjoy and understand poetry
- 6) The ability to use English as a library language and as a tool for use in the internet
- 7) The ability to read extensively on their own

(BSE Syllabus, 2015)

Considering the level of proficiency as has been specified by the CEFR and the objectives prescribed by the Board of Secondary Education, Odisha (BSE) our high school students fall under the Independent User category that is the B1 Threshold or intermediate category which says that students belonging to this category can comprehend the main thoughts of complex text on both concrete and abstract topics, including technical discussions in his/her area of specialization and so on. Added to this the Cambridge ESOL has designed different types of tests based on the CEF scale. For B1 level students the test is PET (Preliminary English Test). But since the researcher here is going to assess the high school students at the beginning of the session, hence she has chosen the test meant for A2 level, i.e. KET (Key English Test).

2.6 Concluding Remarks

It is thus observed that the previous studies cited in this thesis suggest that learning through different fun methods like games and stories are a better way of teaching students as they provide a stress-free learning environment for the young learners. Accordingly, my focus has been to progress the work done by previous researchers by undertaking a pre and post-test research study to understand the usefulness of this method of classroom teaching in enhancing students' English language skills. Additional data has also been collected through the application of qualitative data collection methods. Since empirical studies on rural school students with the specific objective of proposing better English learning strategies in actual classroom contexts are few and far between, the present study is expected to fill that gap.

Chapter 3

Materials and Methods

The previous chapter provided a detailed review of literature relating to teaching and learning of English as a second language and contextualized the current study amongst relevant literature. The present chapter discusses the methods employed in conducting the present study. This chapter is an overall description of the research design, participants and the procedure of data collection.

3.1 Study Design

The present study involves an experimental study design involving both quantitative and qualitative data. The quantitative design focuses on the effect of the independent variable, i.e. English language assessment, on the dependent variable, which is, the level of proficiency of high school students. The proficiency level includes categories such as the four skills of English - listening, speaking, reading and writing. The qualitative design includes the teachers' questionnaire consisting open-ended questions, and in-depth interviews with school teachers to generate data on problems of teaching English as a second language and their possible solutions. The study was carried out in two phases using the Pre-test and Post-test methodology. In the first phase, that is during the Pre-test, all the class IX students belonging to four schools were tested and results were drawn. During the second phase, before conducting the Post-test, two schools were randomly selected as control groups, and two other schools as experimental groups by putting the names of the schools in a hat. Two students were then chosen. One represented the control group and the other, the experimental group. They were then asked to pick two chits each and thereby the control and experimental schools were selected. Subsequently, intervention in the form of classroom teaching using different

types of real-life activities, procedures and fun-filled methods of teaching and learning was conducted by the researcher herself, with assistance from the English teachers in the experimental schools, and the other two schools which were under the control group, were left to be taught by their own English teachers. Six classes were conducted per week and each class was of 45 minutes duration. The intervention process continued for a period of six months comprising twenty effective work-weeks.

Different novel and interesting classroom activities, learning methods and techniques were practiced in the experimental group classrooms by the researcher herself along with the English teacher of those concerned schools. Those include; *Storytelling Method, using poems, use of grammar in context, folk-tales, riddles, tongue-twisters, telephonic conversation, listen and do activities, proverbs, chain drills, black-board texts, role-playing, skit performance, description of people, places, and things, different types of vocabulary games, dumb charades, and different other types of writing activities*. She also made the English teachers aware of the various new methods of English teaching and learning and how to make use of them in the classrooms. For instance, she gave instructions related to collaborative learning methods that included group work, pair-work, and peer tutoring. Additionally, she also interacted with the students with the intention of highlighting the importance of English language proficiency in real-life situations for better prospects in life. There was no intervention with the other half of the sample who was allowed to learn as per their teachers' existing methods. After a six-month intervention period post-test was conducted in all the four schools. The post-test results were analysed and compared using 't' test analysis to address the objectives of the study that would lead to subsequent recommendations, which are important for policy-making.

3.2 Sample

Data were collected from class IX students of government schools affiliated to Board of Secondary Education (BSE), Odisha, India. Purposive convenience sampling was followed in selecting the schools in one of the coastal districts of the state of Odisha. Four schools were selected with a total strength of around 220 students for the study. This

particular sampling method was followed because the researcher faced problems in schools of certain other districts. As per the data received from the office of the Board of Secondary Education, some schools belonging to the low performing districts were contacted but the researcher did not get any positive response. In some places, the headmasters were not willing to allow their schools be the subject of any research as they were inherently concerned that this might show their schools in poor light in one way or other. In some schools, it was quite impossible to convince the school authority that the study was purely for research purposes. The researcher could somehow convince the head-teachers of the selected schools, and got permission to conduct the experimental study in these schools. A total of two hundred and eleven (211) class IX students (at the age of 14+) participated in the study. School 1 had 77 students; School 2 had 48 students; School 3 had 53 students, and School 4 had 33 students. There is one English teacher in each school. All of them were supposedly trained teachers, possessing a Bachelor of Education (B.Ed.) degree, which is the minimum requirement to get a teaching position in government-supported schools.

3.3 Study Tools

3.3.1 Key English Test

It is known as the KEY or KET (Key English Test). KET is an examination of English language which is provided by Cambridge ESOL. It is a standardized test which has been approved by the CEFR, the Common European Framework of Reference. This test is meant for students within A2 to B1 level according to the CEFR level. This test is specifically designed for those learners who are very new to English learning and it shows that they have the potential to use the English language to communicate in different types of routine contexts. It provides a kind of path for improving and developing the language skills of school students all over the world.

Students who pass this examination are supposed to speak, write and communicate in simple English since it is the basic level of qualification. It includes all

the four language skills of listening, speaking, reading and writing. Therefore, KET Test was used to assess the proficiency of the students. Here, in this study, KET is adapted in the Indian context.

3.3.2 Format of KET

The KET test consists of three papers which subsume all the four skills namely, Reading and Writing, Listening and Speaking. The 1st paper which is the reading and writing test can be done both by using computers and manually. Here in this study, the researcher has made the students to do it manually through pen and paper. Similarly, the listening test also can be done with the help of a computer and also manually. In the context of the present study, a part of it was done manually, while the other half of the test was completed with the help of recording devices. But the speaking test was done with the help of the two teachers in each school. It was done face to face.

3.3.3 Reading and Writing Tests

The reading and writing paper has nine parts having fifty questions in total. The time allotted for the test is one hour and ten minutes. In this test, the students are supposed to be able to read, write and understand simple written information found in magazines, newspapers, signboards, and brochures etc. In this paper, the first five parts that are part 1-5 focus on the reading skill which also includes the test of grammar and vocabulary.

In part one, the students were assessed on the basis of their knowledge and understanding of the main messages in short texts like signs, notices and other things found in railway stations, airports, restaurants, roads, shops, schools, and big buildings. This is matching-type questions and answers, where the students are required to match five sentences with their appropriate alternatives.

In part two, the students were assessed on their knowledge of vocabulary. It is a multiple-choice type questions and answers and contains five questions, each question having three choices. Here the student is asked to fill the gap in each of the questions

taking one of the suitable options provided. One was done for them as an example. All the six questions including the example had one story-line on which all the questions were based upon.

In part three of the test paper, the students were assessed on the questions based on the transaction of daily routine life. This part contained both multiple choice and matching type questions. There were longer dialogues in the questions which the candidates were asked to match with their correct alternatives from the options given. These dialogues take place in various contexts and locations like hotels, shops, restaurants, workplaces, study-places and social situations, etc.

The 4th part of the questionnaire required the candidates to have the ability to understand the main ideas and some details of longer texts. The questions in this part had multiple choice type questions having three alternatives for an answer.

In the 5th part, the students were tested on their knowledge and ability of grammar and its usage. Here the students were made to complete the given sentence by choosing a suitable word from the options given.

Part 6-9 of the question paper dealt with the writing portion. In the 6th part, which dealt with vocabulary, the students were asked to spell five words correctly. The 7th part of the question paper dealt with the fill in the gap type questions where short and simple texts were given in the form of a short letter/ note/advertisement/e-mail. In part 8 also the candidates were required to do the same activity with a slight difference. They needed to complete the short text given in the question paper. Part 9 was a real platform for the candidates to showcase their talents in written English. Here the candidates were asked to imagine a situation that they were in and answer some related questions using 25-30 words for each question.

In this reading and writing test only 20% has been adopted from the published KET Test, i.e. part one: Matching, and part six: Vocabulary and one-word substitution.

3.3.4 Listening Skill Test

In the listening paper, part one dealt with short and simple real-life information in five different dialogues. These dialogues were in the form of conversations between friends, relatives, shopkeepers, and customers. The topics of conversations related to time, date, the price of things/possessions, asking for directions, the location of places etc. There were five questions in this regard and each question contains three multiple choices in the form of pictures. The candidates needed to find out the correct one after listening attentively to the conversations available to them through recording devices.

In the 2nd part, the students were examined on their aptitude to find out simple day-to-day life information in extended conversations. This is a kind of informal conversation or a dialogue between two people known to each other. The topics are very simple and routine-like such as, daily activities in life, leisure activities, and traveling. Here the students show their comprehension level by matching two types of sentences.

In the next part, that is in part 3 also the candidates were tested on their ability to recognize some day-to-day real-life situation related information. Though the situation is informal, here the candidates are tested on their comprehension of daily transactions.

In the 4th and 5th parts, the students were examined on their capability to get certain information from a dialogue or monologue and write down the specific information asked in the question. These monologues or dialogues are spoken in contexts which are routine and neutral, for example, in parks, in shops, in cinemas, or even in an office. These monologues/dialogues are made available to them in a recorded device. The student needs to listen and find out information about the opening time, the cost of the ticket, or a chocolate etc.

Here in this above listening skills test, the entire test, i.e. all the five parts have been adapted by the researcher.

3.3.5 Speaking Skill Test

The speaking skill test was divided into two parts. The time given to each pair of the student was 8-10 minutes. There were two examiners in the study. Here the researcher took the help of the English teachers in the select schools. Out of the two examiners the English teacher acted as an interlocutor in the test and the researcher who was the other examiner did not take part in the examination and she assessed the performance of the students. The speaking skill test comprised twenty-five per cent of marks for the entire test.

The first part of the test was based on five general self-introduction questions for the students, for e.g. stating their names, native place, and occupation of their parents, their hobbies, their likes and dislikes, their aims in life, their free time activities, and their studies. But each student was asked the same questions in different order so that memorization of the answers and reproducing through recall method could be avoided. In the second part of the test, some common topics like favourite picnic spots, village fairs, circuses, scenes at a railway station/bus stop, village temples/churches/mosques and scenes at riverbanks were given and each student was asked to choose any two topics and speak for at least two minutes for each topic. They were given some prompt cards to use while speaking. But the prompt cards were optional for the students. Apart from the given topics, the students were also given the freedom to choose any other topic of their interest if they wished so.

The speaking skills test is completely modelled upon the KET speaking test and the questions are customized according to the Indian context.

3.3.6 KET Grading

This is a scoring chart updated by CEFR in the year February 2016 which shows the level of proficiency of the students.

3.3.6.1 Table-2: KET Grade Table (2016)

Grade	Score (Total mark out of 100)	CEFR level
Pass with distinction	90-100	B1
Pass with Merit	85-89	A2
Pass	70-84	A2
CEFR Level A1	45-69	A1

There are different higher education institutions around the world that have recognized the KET test as an indication of language ability. Some of these are; Brazil, Chile, Egypt, India, Mexico, Myanmar, Vietnam, Spain etc. In India, organizations like Tata Consultancy Services (TCS) Bigbus Management Consultants, Madan Mohan Malaviya University of Technology, Uttar Pradesh, Cosmosoft Technologies, and IAXN Telecom Ltd., are some of the organizations, in addition to numerous other private and government bodies who have used KET test for English language proficiency assessment among different levels of employees and students.

3.3.7 Procedure Followed for the Test

At the outset of the assessment, the students were given a question paper. The paper comprised of a short demographic profile, asking for basic information about the student. The personal information elicited from the students was purely for research purposes, aimed at aiding towards better analysis of the results received through qualitative methods. Next, the students were given test papers on reading and writing. The time allotted was one hour and ten minutes. The students were asked to answer in the test booklet itself. Proper instructions were given to the students. In order to make the

questions easy to understand one question was answered for them in each section of the test paper. On the next day the students were given the test papers for the listening test. This test was conducted using a tape-recorder. The following day speaking test was conducted. After the pre-test was over, intervention was given by the researcher herself using different types of methods and materials. A post-test was conducted after the completion of the intervention process. The post-test followed exactly the same procedure as the pre-test.

3.4 Control Variables for the Study

3.4.1 Age

In a research study like this age plays a very significant role. In order to get rational findings of the study, the respondents must be of similar age and study in similar kinds of schools. In this way, the results may be seen to be valid. Therefore, it is important to determine the average age of the respondents in order to ensure that they belonged approximately to the same age group. In our case, all the students were within 14-15 age-group.

3.4.2 Socio-Economic Background

Learners with different socio-economic backgrounds are expected to be academically and intellectually different. A learner coming from an educated and/or rich family may be advantaged in terms of accessibility to learning resources than a learner from a poor disadvantaged background. The subjects of this particular study were all from the similar socio-economic background because all of them belonged to the family of farmers and agricultural labourers with barely any difference in their access to resources, or other learning opportunities.

3.4.3 Classroom Resources

Since the schools were all government funded schools of similar nature, classroom resources like books, teaching-learning aids like chalks, dusters and blackboard, the time

allotted for each class, the student-teacher ratio, and the workloads of teachers were the same for all the schools.

With the above-mentioned factors in mind, the teachers' questionnaire was composed keeping all the relevant aspects of the study. It was constructed in such a way that it would not be difficult for the teachers to respond to the questions. In this way, it was thought that the information regarding their teaching-learning perception would be effectively gathered. The administration of the tests and questionnaires was supervised at all times by the investigator. This was to ensure consistency in the collection of the data.

3.5 Data Collected Using Qualitative Methods (Teachers' Questionnaire)

Feedback from teachers on issues and problems on ELT was also elicited through a teachers' questionnaire. The teachers were accessed during a teacher training programme conducted by a state university in June 2015. The teachers all belonged to various government-run regional medium high schools spread throughout the state. They had a minimum of five years, and a maximum of 20 years of English teaching school-experience. The content validity of the questionnaire was established through a review panel. The panel consisted of retired school teachers with long years of experience in teaching English to regional medium schools, faculty members from teachers training colleges, senior professors of English from universities, and faculty members from the researcher's own institute who had experience of using questionnaires as research tools.

Before administering the research instrument due permission was taken from the organizers, and the teachers were then approached and requested to provide their honest feedback to the questions asked in the questionnaire. To get an overall idea regarding the English teaching-learning process and the opinions of the teachers on the prevailing issues and problems, a set of open-ended questions was distributed among the teachers. Out of a total number of 50 participants in the training programme only 27 teachers returned the completed questionnaire. This questionnaire consisted of 18 general-purpose

questions regarding issues relating to teaching and learning of English in government-run regional medium schools.

The following is the set of questions that was distributed during the teacher-training workshop.

- 1. What are the main reasons for poor English skills among students in your school?*
- 2. What can be done to improve English language skills among the students?*
- 3. What kind of English teaching methods do you follow in your class? Do you follow a set-pattern as per the syllabus or do you use other teaching methods to teach the four language skills?*
- 4. How often are you allowed to avail teacher development programmes in a year by the government?*
- 5. Is the syllabus prescribed for 9th class students adequate, or is there any need for additions/modifications?*
- 6. What could be the reason behind parents preferring to send their children to English medium schools rather than Odia medium schools?*
- 7. English is introduced in class-III in all the state-run government schools of Odisha. Do you think it is the right decision taken by the government? Please give reasons for your answer.*
- 8. How many hours per week are allotted for the teaching of English in high schools? Is the time sufficient enough to teach a second language? Please give reasons for your answer.*
- 9. How do you teach a prose piece to your students? Please explain briefly.*
- 10. How do you teach poem to the students? Please explain briefly.*
- 11. How do you teach listening skills to the students? Please explain briefly.*
- 12. How do you teach speaking skills to the students? Please explain briefly.*
- 13. How do you teach reading skills to students? Please explain briefly.*
- 14. How do you teach writing skills to students? Please explain briefly.*
- 15. Do you think employing Task-Based Language Teaching (TBLT) method in the classroom will develop the students' language skills? Please give reasons for your answer.*

- 16. How do you respond to learners who are very weak in class?*
- 17. How often do you divide the students into groups in an English class?*
- 18. How do you motivate your students to learn English?*

3.5.1 Interview

Feedback was also received through face-to-face interactions with another 30 number of school teachers teaching English in regional medium schools, accessed during a teachers' training workshop conducted by the District Institute for Education and Training (DIET) of a particular district. The teachers belonged to the age group of 25 – 45, and all of them had BA, B.Ed. degrees, which are considered essential qualifications for a high school teacher. A few of them possessed Master's degree in different subjects also. They belonged to different schools located all throughout the state. Interaction with these teachers revealed some very interesting facts on the English teaching-learning scenario in regional medium high schools of the state.

3.6 Data Analysis

In order to analyze the test and the questionnaire, both quantitative and qualitative methods were followed. The test results of the students were analyzed statistically using paired t-test analysis in SPSS 20.0. The results were drawn and the mean scores of the pre-test and post-test were compared. The teachers' questionnaire and interviews were analyzed qualitatively.

3.7 Problems Faced During Data Collection

It was quite challenging for the researcher to obtain permission from the heads of the institutions as some of them were not convinced that the study was conducted only for the purpose of research. In some schools, though permission was granted by the heads of the institutions to observe the classroom sessions, the teachers were reluctant to allow the researcher to observe their classroom sessions and hence cited different reasons expressing their inability to carry out their teaching activity for the day.

Several other problems were faced by the researcher while conducting the tests. The classes in the selected schools were not well-equipped with electricity, nor were they properly ventilated. Lights and fans were not adequately available in the rooms. So it was difficult to conduct the listening skill test in the classrooms. It was somehow managed to be conducted by shifting the students to the school computer room.

One major challenge during the data collection period was that the school had many holidays, half- working days and observation-days excluding Sundays.

Another aspect was noticed during the study period was that the teachers wanted their students to be assessed but they themselves were afraid of being observed during the class hours. They gave different types of excuses to avoid the researcher to observe their teaching. Only one classroom observation could be managed in each school. It was observed that the teachers' pronunciations of the English words were not appropriate and the teaching on those two particular periods was purely based on grammar-translation method. The teachers never made any effort to include any other contemporary teaching methods like TBLT or CLT.

When the researcher visited school 2 (which was later chosen as one of the control group schools), it was seen that one student did not even know the alphabet in his mother tongue and could not recognize the Odia letters properly. On being enquired about this, it was informed that the student was 'deaf and dumb', and he could not speak. On further enquiring as to why this student is not availing any special school, and why did the school authority give admission to such differently-abled student who would probably be better trained in a special school, the reply was that that they had no option but to give admission as it is a government school. If they do not allow such student to take admission in their school, it will create a huge issue in the locality.

3.8 Concluding Remarks

This chapter deals with the materials and methods used for the study. This study was an experimental study based on the pre-test and post-test method. Added to this, the study also had both quantitative and qualitative aspects. The quantitative part of the study dealt

with the tests of four language skills of the students belonging to four different schools whereas the qualitative part of the study included the data collected from the teachers both through the questionnaire and from face-to-face interviews.

Chapter 4

The Intervention Process Through Classroom Activities

This chapter discusses the intervention procedure that was initiated after the pre-test was completed. As has been already discussed in the previous chapter, all the variables remaining the same for the four schools, two schools were randomly selected as the control group and two schools were selected as the experimental group. The classroom intervention experiment was undertaken only with the schools belonging to the experimental group. In the experimental group there were 108 numbers of students. The intervention process continued for a period of five months. After the intervention process was over, again a post-test was conducted in both the control group and experimental group and the results were recorded and analyzed using SPSS 20.0.

No language skill can exist in isolation. All the skills are integrated and interrelated. As Harmer (2007) specifies, none of the four language skills of English can ever be practiced in isolation. Researchers like Gibbons (2009), Gottlieb, Katz and Slavit (2009) focus on the importance of integrating all the four skills for second language learners. For example, when people are engaged in any type of communication, they perform two skills at the same time i.e., they speak as well as listen to each other in order to interact with the person they are talking to, since communication is a two-way process. When the teacher speaks in the classroom, the students listen to the teacher, take down notes and ask questions if they have any doubts. Here multiple skills are performed at the same time. It can thus be reasoned that when the use of the skills is multi-layered as cited above, then it is essential that the skills are taught not individually, but collectively. At the same time, it is also observed that teaching all the skills simultaneously to a mixed-group of students might not bring the desired results. But sometimes when there is a

scope to practice all the skills through a single classroom activity, then it should be adopted by the teachers.

After seeking due permission from the school authorities, the intervention process was implemented in two senior secondary state schools located in a village area. One hundred and eight students participated in the study. Taking into account the fact that there is no one-size-fit-all technique or method of teaching language skills to students, different types of teaching methods and activities were experimented with the students in order to develop their proficiency level in the English language. Before starting the activities, in almost every class the students were either divided into groups or pairs as the activity demanded, or they were shuffled among themselves so that they did not sit in one place every day. This gave them a chance to interact among themselves every day. The main purpose of the activities done in the classrooms was to make the teaching-learning process enjoyable and interesting by supporting and scaffolding the students to achieve better proficiency level, and subsequently a better confidence level. The students' motivation level in learning the language is the key factor over here and that is what determines the success or failure of the learning process (Thornbury, 2006a). Several authors have proposed several theories of motivation. The 'ten commandments' for motivating language learners proposed by Dörnyei and Csizer (1998), as given below, have formed the basis on which all classroom activities during the intervention process have been formulated:

1. *Set a personal example with your own behaviour*
2. *Create a pleasant, relaxed atmosphere in the classroom*
3. *Present the tasks properly*
4. *Develop a good relationship with the learners*
5. *Increase the learner's linguistic self-confidence*
6. *Make the language classes interesting*
7. *Promote learner autonomy*
8. *Personalize the learning process*
9. *Increase the learners' goal-orientedness*
10. *Familiarize learners with the target language culture.*

The following classroom activities were conducted during the intervention period.

4.1 Activity -1: Storytelling

On the first day, in the first class, when the researcher who was also the instructor for the intervention procedure, asked the students to suggest what they wished to study, most of the students responded with, “Teacher, tell us a story”. This set the stage for the way the classes were to progress and it was perceived that storytelling could be used as one of the methods to teach the students how to speak in English. In the words of Mahanand and Goswami (2011), storytelling is interactive, enhances eye-contact and provides for a relaxed and free study-atmosphere.

The instructor started with a simple story in the local regional language in order to make the students feel at home. Because “being taught to read and write in their L1 serves as a significant asset for children developing L2 literacy” (Schechter & Bayley, 2004). Then she narrated another simple story seeing the interest of the students, but this time she narrated the story in simple English. Then she asked some questions to the students. Abundant enthusiasm was exhibited to the set of questions posed by the teacher - a) what type of stories do you want to listen? There were varieties of reply to the question, some said they want to listen to ghost stories, some said they want to listen to stories having magic and so on and so forth. The next question was; b) how many stories does each one of you know? Some students raised their hands, some others hesitated. The third question was c) who can tell a story now? But everyone fell silent to this last question. When the question was repeated two or three times more, some of the students replied that they can tell a story provided they are allowed to tell it in the local language. The students were permitted to narrate stories in the local language without any interference from anyone and they were all happy. In the next class the same stories told the day before by the students in Odia language were translated into English and narrated back to the students. Twelve well-known stories were chosen and narrated to the students

in English, which the students hugely enjoyed and appreciated. Some of those stories were: *The Lion and the Rat*, *The Thief and the Tiger*, *The Rabbit and the Tortoise*, *The Monkey and the Crocodile*, *The Clever Rabbit*, *The Cap-seller and the Monkeys*, *The Greedy Dog*, *The Proud Lion*, *The Thirsty Crow*, *The Clever Fox*, and some others. An extract of a story that was used in the classroom experiment is given below.

4.1.1 The Thief and the Tiger

Once there was a king. The king was famous for his strong, swift and speedy horses. He kept all the best horses in a stable. A thief thought of stealing a horse from the stable. A tiger came to know about this. It thought of eating the flesh of the thief. So, it got into the stable one night and silently stood inside with the horses as if it was one of the horses. The thief got into the stable. It was all dark. He could not see anything. He touched the back of the horses to find the best one. The thief touched the back of the tiger and thought the tiger to be the best horse. So, in the darkness he carefully brought the horse out of the stable. Then he put a bridle on the mouth of the tiger and then rode on the tiger. Never did the tiger have this experience before. The tiger thought the thief was very strong and powerful. He became terribly afraid of the thief and started running. The thief was riding on the tiger. He thought he had selected the best horse. But he did not know that he was riding a tiger. Why? Because it was very dark. But he came to know the reality when it became morning. He too became very afraid. The tiger was running very fast out of fear. The thief was sitting tight out of fear also. He was about to faint, at that time the tiger passed through a tree and in no time the thief caught the branch and climbed up the tree. He was relieved. The tiger was also very happy and ran into the forest as fast as he could.

After some time, the thief came down and slept under the tree. As he was very tired and afraid, he slept like a dead man. A wolf came that way and thought the thief to be dead. He said to himself, “what a good luck. I wish someone to help me to drag the body. This will last me more than one month.”.

Thinking so he went in search of another animal. In the forest he met the same tiger and said, “Mr. Tiger. Will you help me to drag a dead body?” I will give half of it to you. The tiger, after that night of experience was very suspicious. You are not going to cheat me? You will not run away leaving me alone? asked the Tiger.

“If you have any doubt, we will tie each other with a rope”, suggested the wolf. The tiger agreed. Both tied each other in a rope and very cautiously went to the dead man. Hearing their footsteps, the thief got up and out of fear shouted, what!

You have come again tiger! The tiger was frightened. He ran very fast dragging the wolf. The wolf died and the tiger promised to himself that he will have no desire for human flesh again.

The thief was also greatly relieved seeing the tiger run away. From that day he promised to give up stealing.

The students found the language very easy and comprehensible. On being enquired whether they could now tell stories in English they said if they hear these types of stories two to three times more, they could try to do so. As per their wish the story-telling process continued for two more classes. Then the students were asked to narrate the same stories to their friends in English in the classroom. Most of the students tried it without realising that they were speaking in English not only in front of their classmates, but also the teacher.

4.1.2 Learning Outcomes

Lightbown and Spada (2013) suggest that teachers can positively contribute to students' motivation to learn "if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive" (p. 88). In the words of Brookfield (1988) "learning should be like a smooth voyage along the storm-free river of increasing self-actualization that includes elements of conflict, anxiety, self-doubt, or challenge" (p. viii). Storytelling is one such English teaching-learning-method where students were observed to be participating out of their own will and also enjoying the learning process without any anxiety or inhibition. It is a good technique to develop listening and speaking skills of students since they are perceived to be more attentive during the process.

Through storytelling the teacher built the vocabulary of the students, taught the students the use of simple present and simple past and at the same time this process itself aids at developing the listening and speaking skills of the students. The students were also asked to write a short summary of the story in their own words. Thus, this activity was perceived to develop the listening, speaking and writing skills of students along with developing their knowledge of vocabulary and grammar.

4.2 Activity-2: Poems

The researcher made use of different types of short and long poems from the students' own textbooks, and they were first made to listen to the poems (they were also allowed to scan through their books while listening). Then the students were asked to recite the poems line-by-line covering each stanza. They were encouraged to memorize the poems and recite those like songs in the classroom. The students were then explained the meaning of the poems and asked to relate those poems to other similar stories or poems that they know in the Odia language. At the end they were asked to respond to the comprehension questions relating to the poems, both by speaking and writing. They were also encouraged and motivated to role-play the characters in the poems taking the dialogues from the poems. Besides, these above activities, the students were also encouraged to ask questions on any other words/phrases in the poem, the meanings of which were not known to them. Some of the poems that were used in the classroom experiment were - *Alexander Selkirk Wander-Thirst*, and *The Noble Nature*. One of the poems that were used in the classroom is given below:

The Noble Nature

*It is not growing like a tree
In bulk, doth make Man better be;
Or standing long an oak, three hundred year,
To fall a log at last, dry, bald, and Sere:
A lily of a day
Is fairer far in May,
Although it fall and die that night-
It was the plant and flower of Light
In small proportions we just beauties see;
And in short measures life may perfect be.*

(Source: Skills of Communicative English (BSE, 2012))

4.2.1 Learning Outcomes

Some of the students were asked to read the poem line-by-line, while others were asked to listen attentively to the recitation since the recitation was to be followed by a comprehension question and answer session. After the completion of the recitation the students were asked some short questions to answer. They were also given some writing activities based on the text. Then the meaning of the difficult words in the poem were explained to them. Through this activity the students were perceived to have been given a practice on all the four language skills, including vocabulary building.

4.3 Activity- 3: Grammar in Context

The students were also taught some basic grammar and their usage. Parts of speeches in English were first taught to them by giving different types of examples from real-life situations. In the words of Frodesen (2017), “In L2 writing, the role of grammar has two broad areas; 1) instruction and practice in grammatical structures; 2) response to and correction of errors in students’ texts” (p.238). Therefore, grammar should be taught using examples in the texts so that it would be easy for the students to grasp the meaning along with its structure. For example, the students were asked to name few objects, names of few places, names of some persons they knew, different types of feelings we experience, and different types of smells and fragrances, etc. The answers given by the students were all written on the black board, and the students were informed that all these words belonged to a certain category which in grammar is called a noun. It is a naming word, in other words the things which has a name is called a noun. It can be the name of a person, a place, an object, a feeling and so on. Similarly, grammar categories like verbs and adjectives were explained to them in simple words by involving them in the discussion process. The teacher also read out a passage slowly and asked the students to spot the parts of speeches in that. Then she gave different writing assignment to the students in the class where the students needed to supply the missing prepositions, adjectives and conjunctions. Then she explained the meaning of tense and time giving different examples and writing down the structure of each tense. The teacher then asked the students to form sentences of their own using the tense forms. Then the teacher gave

assignment to the students to prepare a tense chart of their own by writing the different forms of sentences by using only one sentence.

The students were taught some basic fundamental grammar and its usage along with the grammar that has been prescribed in their text book. These are given below.

- a) The parts of speech (noun, pronoun, verb, adverb, adjectives, preposition, conjunction and interjection)
- b) Tense and time
- c) Subject and predicate
- d) Basic structure of a sentence
- e) Modals and auxiliaries (can (ability; requests; permission) could (ability; polite requests) would (polite requests) will (future) shall (suggestion; offer) should (advice) may (possibility) have (got) to (obligation) must (obligation) mustn't (prohibition) need (necessity) needn't (lack of necessity)
- f) Formation of new words by adding prefixes and suffixes
- g) Interrogatives: What, What (+ noun) Where; When Who; Whose; Which How; How much; How many; How often; How long; etc.
- h) Singular and plural (regular and irregular forms)
- i) Countable and uncountable nouns with some and any
- j) Adjectives: Color, size, shape, quality,
- k) Comparative and superlative forms (regular and irregular)

4.3.1 Learning Outcomes

The main focus of this activity was to make the students learn grammar categories and use them in sentences of their own, thus primarily aiming towards developing their grammar knowledge, vocabulary and also the writing skills of the students. All students could prepare a tense chart of their own.

	Present	Past	Future
Simple	Subject + Verb (1) + Object Ex - I eat rice. Negative: Subject + do/Does + not + Verb (1) + Object Ex - I do not eat rice. Interrogative: Do/Does + Subject + Verb (1) + Object + ? Ex - Do I eat rice?	Subject + Verb (2) + Object Ex - I ate rice. Negative: Subject + Did not + Verb (1) + Object Ex - I did not eat rice. Interrogative: Did + Subject + Verb (1) + Object + Question mark (?) Ex: Did I eat rice?	Subject + Shall/will + Verb (1) + Object Ex: I shall eat rice. Negative: Subject + Shall/will + not + Verb (1) + Object Ex - I shall not eat rice. Interrogative: Shall/will + Subject + Verb (1) + Object + Question mark (?) Ex: - Shall I eat rice?
Progressive	Subject + Is/am/are + Verb (1) + Object Ex: I am eating rice. Negative: Subject + Is/am/are + not + Verb (1) + Object Ex: - I am not eating rice. Interrogative: Is/am/are + Subject + Verb (1) + Object + Question mark (?) Ex: Am I eating rice?	Subject + Was/were + Verb (1) + Object Ex: I was eating rice. Negative: Subject + Was/were + not + Verb (1) + Object Ex: I was not eating rice. Interrogative: Was/were + Subject + Verb (1) + Object + ? Ex: Was I eating rice?	Subject + Shall/will + be + Verb (1) + Object Ex - I shall be eating rice. Negative: Subject + Shall/will + not + be + Verb (1) + Object Ex: I shall not be eating rice. Interrogative: Shall/will + Subject + be + Verb (1) + Object + ? Ex: - Shall I be eating rice?
Perfect	Subject + Have/has + Verb (3) + Object Ex - I have eaten rice. Negative: Subject + Have/has + not + Verb (3) + Object Ex - I have not eaten rice. Interrogative: Have/has + Subject + Verb (3) + Object + ? Ex - Have I eaten rice?	Subject + Had + Verb (3) + Object Ex - I had eaten rice. Negative: Subject + Had not + Verb (3) + Object Ex - I had not eaten rice. Interrogative: Had + Subject + Verb (3) + Object + ? Ex - Had I eaten rice?	Subject + Shall/will + have + Verb (3) + Object Ex - I shall have eaten rice. Negative: Subject + Shall/will + not + have + Verb (3) + Object Ex - I shall not have eaten rice. Interrogative: Shall/will + Subject + have + Verb (3) + Object + ? Ex - Shall I have eaten rice?
Perfect Progressive	Subject + Has/have + been + Verb (1) + Obj. Ex - I have been eating rice. Negative: Sub + have/has + not + been + Verb (1) + Object Ex - I have not been eating rice. Interrogative: Has/have + Sub + been + Verb (1) + Obj + ? Ex: Have I been eating rice?	Subject + Had + been + Verb (1) + Obj. Ex - I had been eating rice. Negative: Sub + have/had + not + been + Verb (1) + Obj. Ex - I had not been eating rice. Interrogative: Had + Sub + been + Verb (1) + Obj + ? Ex: Had I been eating rice?	Sub + shall/will + have been + Verb (1) + Obj. Ex - I shall have been eating rice. Negative: Sub + shall/will + not + have been + Verb (1) + Obj. Ex - I shall not have been eating rice. Interrogative: Shall/will + Sub + have + been + Verb (1) + Obj + ? Ex: Shall I have been eating rice?

TENSE CHART

- Pallabi Singh, Roll number-4

Picture 1: Tense chart prepared by a student

4.4 Activity-4: Teaching the Art of Writing a Poem

After carrying out activities involving poems and grammar, a new task relating to poems was assigned to the students in order to make the teaching process interesting. The instructor taught the students how to write simple five-line poems, but at the background she made sure that the students gained some basic grammatical knowledge on parts of speech like nouns, pronouns, verbs, adverbs, adjectives, and prepositions etc. in addition to knowledge on similes and metaphors. The students were explicitly explained about similes and metaphors giving numerous examples, and then only they were given the task

of writing five-lined poems each by using nouns, adjectives, verbs, adverbs, similes and metaphors.

For example:

1st line: include one noun

2nd line: include two adjectives

3rd line: include one verb

4th line: include two adverbs

5th line: include one simile and one metaphor

One or two sample poems were written for them on the blackboard based on which the students were asked to write their own short poems. It was certainly not an easy task for first-time poets but it was certainly a fun-way of learning language structures and they enjoyed seeing their unique creations being written down on the blackboard for everyone to read.

4.4.1 Learning Outcomes

The students wrote different types of short poems. One example is given below:

My Friend

Sweet & beautiful

Sings

Smoothly & nicely

Like a Cuckoo.

The idea behind this activity was to differentiate between the different parts of speech and use it appropriately in context. This activity was perceived to develop the grammar knowledge of the students, in addition to improving their writing skills. It also sought at developing their interest and motivation level along with their creative thinking abilities.

4.5 Activity-5: Folk-tales

Folktales are stories handed down from generation to generation through speech and writing. These tales are important vehicles for imparting moral and ethical values to school students. They interest children as well as adults. Thus a few folktales were selected for the study. Some well-known and popular stories in Odia language were translated into English and were narrated to the students. Those were: *Bruhat Tapoyi* story, the story of *Kalijai* and some others. At the end of the narration of the folk-tales the students were asked some comprehension questions regarding the stories.

4.5.1 Learning Outcomes:

This activity was observed to be generating quite a lot of interest among the students to listen to the folk-tales very carefully. The reasons could be numerous; they could genuinely be interested in the stories, they could have been posing to be interested in the stories, and yet some of them were probably concerned about answering the questions that were to follow the story sessions. Yet at the same time, whatever was the reason, the activity managed to make the students get interested in the classroom process, thereby developing their listening skills, in addition to giving them a practice on vocabulary building. It is true that some studies that have investigated whether ‘practising of specific structures results in its acquisition’ (Ellis, 1984; Ellis & Rathbone 1987; Pieneman, 1985) do not conclusively show that practice actually results in acquisition of grammar rules, as the learner in a real-life context might not use the linguistic material that he/she had practised in “form-focused” activity. Yet, for these particular categories of learners who are routinely deprived of any kind of interesting language learning practice, this particular activity was presumed to be fulfilling a much-needed gap in classroom teaching.

4.6 Activity – 6: Riddles

A riddle is a puzzling question, statement or description, especially one that is intended to test the cleverness of those wishing to solve it. Riddles are based on language and logic.

They are not bound by any complicated rules. The English language has a large number of words with more than one meaning and also words with similar pronunciation. These words provide the materials for most riddles. The wit and the verbal play of the riddles enhance one's sensibility and make the language learning process very interesting.

Example:

*Unequal in degree, alike in size,
We make our flight, ascending towards the skies,
And arise with those who by our help can rise.*

To solve this riddle, the students were divided into groups and asked to guess the meaning by interpreting it. Brown & Abeywickrama (2010) suggests that promoting cooperative learning among students by directing them to share their knowledge, getting them to think of themselves as a team, and doing a considerable amount of small-group work, is a "good language learner's" characteristic that teachers should practice in second language classrooms. Here pre-condition was that the riddle would be told twice only. It was up to the students to listen to them carefully, memorise it and interpret it. Some other easy riddles and teasers were also taken from the internet source to be executed in the classroom. The students listened to them carefully and remembered almost all the riddles. Whenever they were asked, they were very enthusiastic to answer the riddles and they were even observed to be asking those riddles to other teachers and students in the schools. Some of the riddles are as follows:

- 1) *I am tall when I am young and I am short when I am old. What am I?*
- 2) *What has hands but cannot clap?*
- 3) *A house has four walls. All the four walls facing south. And a bear is circling the house. What colour is the bear?*
- 4) *What is at the end of a RAINBOW?*
- 5) *What starts with the letter "t", is filled with "t" and ends in "t"?*
- 6) *How many months have 28 days?*
- 7) *Two mothers and two daughters went out to eat, everyone ate one burger, yet only three burgers were eaten in all. How is this possible?*
- 8) *A cow boy rides into town on Friday, stays for three days, then leaves on Friday. How did he do it?*
- 9) *What belongs to you but other people use it more than you?*
- 10) *What two keys cannot open any door?*

(Source:<https://www.everythingmom.com/parenting/45-riddles-and-brain-teasers-for-kids>)

4.6.1 Learning Outcomes

This activity was specifically aimed at developing the listening skills and critical thinking skills and creating fun and interest among the students. The students also got to know the meanings of certain words which they did not know before. Thus, it was perceived to have added to their knowledge of vocabulary.

4.7 Activity- 7: Tongue-twisters

Some tongue-twisters were used as a fun-learning language activity in a few classes to improve the language skills of the students. The students were asked to read out the tongue-twisters and explain the meanings of what they were reading out. Wherever they had difficulty in understanding anything they were encouraged to ask questions to the instructor.

- 1) *Peter Piper picked a peck of pickled peppers. Did Peter piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, where is the peck of pickled peppers Peter Piper picked?*
- 2) *How much wood a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood as a woodchuck would if a woodchuck could chuck wood.*
- 3) *I scream, you scream, we all scream for ice cream!*
- 4) *Betty Botter has some butter, but she said, this butter is bitter. If I bake this bitter butter, it would make my batter bitter. But a bit of better butter-that would make my batter better. So, she bought a bit of butter, better than her bitter butter, and she baked it in her batter, and the batter was not bitter. So, Betty Botter bought a bit of better butter.*

(Source:<https://busyteacher.org/4050-top-10-tongue-twisters-true-teachers-treasure.html>)

4.7.1 Learning Outcomes

It is true that practicing of specific structures results in its acquisition (Ellis, 1984; Ellis and Rathbone 1987; Pieneman, 1985). This activity created lot of fun among the students and aroused their interest in performing the task. It aimed at developing their pronunciation, fluency and speaking skills. It also aimed at building up their confidence level by the teacher constantly encouraging them to ask questions to her and also among

themselves. According to Richards and Lockhart (2010), in language classes students need to participate actively in the proceedings and constantly ask questions as this can give them a good practice of the different language skills.

4.8 Activity- 8: Telephone Conversation

At the beginning of this activity, the researcher divided the whole class into pairs. Then she demonstrated two-three telephonic conversation dialogues in the classroom with the help of the English teacher of the schools. There after she asked each pair of students to role-play the telephonic conversation which was demonstrated before them. They were also given the freedom of choosing their own dialogues from real-life situations. Some of the telephonic conversation dialogues are given below.

Case 1: Meeting a sick friend

Anita: Tring-tring, tring-tring...

Charchika: Hello?

Anita: Hello, can I Speak to Charchika please?

Charchika: I am Charchika, Speaking.

Anita: Hi, this is Anita.

Charchika: Hi Anita, What's up?

Anita: Akanshya is sick.

Charchika: That's too bad. What happened to her?

Anita: She is suffering from fever.

Charchika: Oh. I didn't know that.

Anita: How about going to her home and see her?

Charchika: That's a good idea. At what time shall we meet and where?

Anita: How about 4 O' clock in the afternoon, near our post office?

Charchika: That sounds good. Okay. I will be there by 4 p.m.

Anita: Okay. See you then.

Charchika: okay. Bye.

Anita: Bye.

Case 2: Asking to Go Out to Play:

Akash: Tring-Tring, Tring-tring...

Mrs. Mohanty: Hello?

Akash: May I speak to Sumit Please?

Mrs. Mohanty: Sorry, he is not here. Who is calling? May I know your name please?

Akash: This is Akash. Sumit's friend.
Mrs. Mohanty: Hello Akash. Can I take a message?
Akash: No. Thank you. Please tell Sumit to call me back when he reaches home.
Mrs. Mohanty: Okay dear. I will tell him.
Akash: Thank you Aunty. Bye.
Mrs. Mohanty: Bye.
When Sumit comes back Mrs. Mohanty asks him to call Akash over phone.
Sumit: Tring-tring, tring-tring...
Akash: Hello?
Sumit: May I speak to Akash please?
Akash: Speaking.
Sumit: Hi Akash. What's up? Did you call my home? Mama asked me to call you back.
Akash: Yes. Can you come to our house tomorrow evening?
Sumit: why? Is there anything special?
Akash: Tomorrow is my Birthday.
Sumit: Oh.. Really! I will surely come. Thanks for the invitation.
Akash: you are welcome. See you tomorrow then. Bye.
Sumit: Bye.

4.8.1 Learning Outcomes

Students found this telephone conversation practice the most interesting. This is a technique brought from real life situation. Everybody knows the usage of mobile phones these days. So, the students were quite enthusiastic to learn English through this type of communication. The students were asked to talk in such a way as if they were talking over mobile phones or telephone, both in the formal and informal context. The informal situation included talking to friends, family, and relatives. And formal situations included booking rooms in hotels, ordering food from restaurants, and talking to teachers over phone regarding how to prepare for examinations, and similar such situations. This activity developed the listening and speaking skills of the students along with the knowledge of vocabulary.

4.9 Activity- 9: Listen and Do Activities

In this activity, the students were asked to listen to the teacher attentively so that they could understand the instructions well to perform the tasks as directed by the teacher.

Example-1:

- 1) *Keep paper and pencil ready.*
- 2) *Draw a big circle in the middle of a blank page.*
- 3) *Within that circle, draw a small triangle.*
- 4) *Then draw a square within that circle touching the three corners of the triangle.*
- 5) *Then draw a rectangle outside the circle in such a way that the circle will come within the rectangle.*
- 6) *Then draw an oval inside the triangle.*

Example -2:

The teacher wrote the following sentences on the board and asked the students to copy it on a sheet of paper. She then asked the students to listen to the instructions carefully.

O xwen o my zoct xand O saiz, "Zoct, O broked my arml in hr plaxces." Hex saiz, "Wellp, tayl xout of th laces".

1. *Change all the z's to d's*
2. *Cross off all the x's*
3. *Add a t to the end of the second word, the beginning of the third word and the beginning of the fifteenth word.*
4. *Change all the three Capital O's to Capital I's*
5. *Add a P to the beginning of the last word*
6. *Cross off the last letter in the eleventh, thirteenth and nineteenth words.*
7. *Put an S on the front of the twentieth word and cross off the last letter.*
8. *Add or the end of the fifth and the ninth word*
9. *Add ee to the end of the fifteenth word*
10. *Add ose to the end of the next to the last word.*

Example-3

The students were asked to be ready with pencils and a sheet of paper. The class was informed that they would be given a series of simple instructions. Then the students were asked to follow the directives.

1. *Draw a circle at the centre of the paper.*
2. *Draw a square at the top right hand corner of the page.*
3. *Draw a triangle pointed downwards in the bottom right hand corner of the sheet*
4. *Inside that triangle draw a circle.*
5. *Draw a triangle pointed upwards at the top left hand corner of the sheet.*

6. *Inside that triangle draw a circle.*
7. *Draw a square at the bottom left hand corner of the sheet.*
8. *Inside that square draw a triangle pointed upwards*
9. *Draw a circle inside the circle at the centre of the paper.*
10. *Draw another circle inside the second circle drawn.*

4.9.1 Learning Outcomes

These types of activities made the students listen to the teacher's instructions very carefully. It gave them a chance to improve upon their listening skills by completing simple tasks through simple and straight instructions. Certainly, some students did better than the others, and there was quite a lot of animated discussion among the students and lot of noise in the classrooms. Some students also tried to copy down from other students. But, in spite of all these, the competition among the students to complete the tasks successfully was quite high and the satisfaction level for the students who were able to complete the task was also equally high. They demonstrated their achievement to the teacher and to their fellow students verbally, and expected praise and appreciation from both the teacher and their friends. This activity developed their listening skills as well as their concentration power.

4.10 Activity- 10: Proverbs and Mini Extemporaneous Speeches

Teaching proverbs to school students is like teaching a full text. For this study, the researcher made use of some familiar proverbs in English. She also translated some Odia proverbs into English and explained the meanings to the students with examples. Some of the proverbs used were:

- 1) *A stitch in time saves nine.*
- 2) *A friend in need is a friend indeed.*
- 3) *Early to bed, early to rise, makes a man healthy, wealthy and wise.*
- 4) *No pain, no gain.*
- 5) *Where there is a will, there is a way.*
- 6) *All that glitters is not gold.*

A mini extemporaneous speech class was conducted taking all these proverbs into account. The teacher took some chits and each chit contained one proverb. She put it in a box and asked each student to pick one and talk for three minutes on the proverb which is written on it. Besides proverbs other easy topics related to day to day lives were also given for the mini extempore.

4.10.1 Learning Outcomes

Using proverbs in the classroom was perceived to develop all the four skills. The students listened to the proverbs and remembered it so that when the teacher uttered a phrase from the proverb, the students completed it enthusiastically, thereby improving their listening skills. Added to that their speaking skills was also enhanced through extemporaneous speeches. It was also presumed to develop their speaking skills since the students remembered it and explained their meanings in the class. The students were also asked to write the meanings of the proverbs with suitable examples from real-life situations thereby giving them a chance to use the words/phrases in meaningful contexts. It also enhanced students' vocabulary knowledge since they got to know the meanings of many new words through these proverbs. Brown (2001) and Crawford (2002) state that the integration of new knowledge into the learner's existing language system occurs with certainty only when the language is used spontaneously in a communicative situation to express the learner's own meaning. Not only for the proverb tasks, but all the class activities were consciously linked to the students' real-life context which made it relatively easier for them to understand and interpret.

4.11 Activity- 11: Chain-drills

Chain-drills are words, phrases or sentences, lines from a text (prose/poem), which the learners of a class repeat one after the other in a serial order, usually at the beginning or at the end of the class (Nayak & Mohanty, 2018). These drills work as a warm-up in the classroom. In the words of Larsen-Freeman and Anderson (2016) "A chain drill gives students an opportunity to say the lines individually... it also lets the students use the expression in communication with someone else even though the communication is very

limited” (p.37). Chain-drills were done for few minutes at the beginning of every class. The words or phrases or sentences were noted on the blackboard and the students copied it on to their notebooks. The words written on the blackboard were then read aloud a few times as a practice model for the students who also repeated it out loudly. Then the teacher passed along a word/phrase/sentence to one of the students who then passed it on to the next student, and the next to his/her next, till it reached the last student of the class. It was observed that the students enjoyed doing this task.

Some of the examples of chain-drills are given below.

Example 1:

Introducing each other:

- 1 *I am What is your name?*
- 2 *My name is? What's your name?*
- 3 *My father's/mother's name is What is your father's/mother's name?*
- 4 *Do you live here?*
- 5 *Do you speak English?*

Example-2:

Practicing some basic structures:

- 1 *I like Mango. What fruit do you like?*
- 2 *I love to sing. What about you?*
- 3 *I play football. What do you play?*
- 4 *They love to play cricket. What about you?*
- 5 *He likes to watch TV. What about you?*
- 6 *I go to temple every day. What about you?*
- 7 *I go to school every day. What about you?*

Some more examples:

Words/phrases/sentences for repeating

Hello.

How are you?

Fine.

Fine, thank you.

Okay, thanks.

Good morning.

My name is Priyanka

What is your name?

Do you live here?

Yes, I live here.

Do you speak English?

I speak a little English.

Have you lived here long?

I have lived here two years.

Thank you.

Goodbye.

Can you tell me where the store is?

Can you tell me where the bathroom is?

Can you tell me where to find groceries?

How much does it cost?

How much do I owe you?

What time is it?

Use ‘excuse me’ before all the above sentences and repeat it.

Answer each question.

What is your name? (My name is _____.)

Where do you live? (I live in [city] _____.)

What is your address? (My address is _____.)

What is your phone number? (My phone number is [area code] _____.)

4.11.1 Learning Outcomes

This activity is perceived to improve the learners’ spoken English and provides scope for verbal and mental practice. It is a very simple but effective method for improving speaking skills (Kundu & Patra, 1998). It was observed to be generating fun and humour in the class making the teaching process learner-friendly. It assisted the students in framing grammatically correct sentences, thus providing scope for learning basic structures of language. As a follow-up task the students were assigned homework with similar types of simple sentences and asked to practice sentence conversions, from present to past tense and negative sentences as well, and almost all the students did the task sincerely. This provided an extra practice for them that were perceived to be helping them to remember the sentences for future use.

4.12 Activity- 12: Blackboard Text

Another fun activity that was practiced in the class for speaking skill improvement was the blackboard text activity which is otherwise known as BB text activity. BB texts are small poems, stories and pieces of writing which the teacher writes on the blackboard and the students note them down on their notebooks. The BB text is necessary activity for rural students because most of the students in rural areas hardly get any English book to read other than the prescribed text books. Some examples are given below:

BB Text 1

VIBGYOR

*I am rainbow, the superstar,
With seven colours filled in me,
And here I tell their tale to thee.
Promising a great future,
Come violet and indigo to nurture,
And nourish the young minds.
The colour of faith and trust is blue
Spreading peace and harmony in its hue.
Green and yellow come hopping from behind,
Scattering hope and sunshine into our midst.
Seeing this orange smiles,
It knows its creativity will take them miles.
At last comes Red
To bind the world with love's thread!*

BB Text 2

*Shyam and Sandy, sugar and candy
I say 'stop'!
Sandhya and Radha, biscuit and banana
I say 'sit down'!
Altaf and Asif, chips and cookies
I say 'stand up'!
Suman and Rasheeda, pizza and pasta*

I say 'run fast'!

BB Text 3

*One fine sunny Sunday 13-year-old Aakash,
Wearing a brand new red coloured shirt,
Was walking smartly on the village street,
Talking animatedly to his friends,
A crow flew overhead and,
Deposited its droppings on Aakash's new shirt,
Aakash looked up and said irritably,
"How nice it would be if all crows vanished from this earth."
A stranger passing by heard him and said,
"My dear boy, don't be angry,
Just think how lucky we are that cows can't fly."*

BB Text 4

*There were two friends Vimal and Komal.
They always argued with each other on who was the best.
One day Vimal said to Komal that
His mom cooked Chicken biryani on Sunday and they ate it on Wednesday.
Hearing this Komal asked how???
Vimal laughed and said, "Because we have a refrigerator."
Then Komal said, "We did not use the refrigerator but still
My mom cooked paneer tikka masala in 2014 and
We all ate it in 2015."
Hearing this Vimal queried, "How can it be possible?"
Komal giggled and said,
"She cooked it on 31st December 2014 night,
And we ate it on 1st January 2015."*

4.12.1 Learning Outcomes

This activity was used to develop all the four language skills of the students. The listening, reading and speaking skills of the learners were presumed to develop through dialogue practice based on the BB texts. Some of the ways that were applied for students' dialogue practice were - teacher with students, students with students, practicing in pairs, and demonstration practice by two students in front of the whole class. They also learnt new words and how to use those in conversations. According to Thornbury (2006) learners should be introduced to narrating at an early stage as it gives them a chance to

practice tenses. The questions based on the texts were perceived to help in improving their writing skill as the students were given regular writing practice relating to vocabulary and comprehension based on the different BB texts.

4.13 Activity- 13: Role Plays

The students were encouraged and motivated to play the roles of different personalities. Starting from their school head-master, class teacher, English teacher, and the attendant, they ended up playing the roles of the Chief Minister of the state and the Prime Minister of the country. Initially they spoke in the local language, but gradually after several performances they started to speak in English. Frequent grammatical errors were observed among the students. They were mostly permitted to proceed unhindered, yet at the same time, corrective feedback and guidance was also provided to them, sometimes in-between the performances and sometimes at the end of the performance so that they got to know where they were committing the errors.

4.13.1 Learning Outcomes

This activity was very much fun-filled and the students liked to perform role playing of other individuals again and again. It gave them a chance to improve their speaking and listening skills. This activity really motivated the students to speak, and additionally, it also increased their confidence level. It aided towards improving their vocabulary and they got to know how to communicate in real-life situations. Added to this, it was also observed that it improved the students' knowledge of grammar, specifically the use of simple present, and present progressive tense forms.

4.14 Activity- 14: Skit Performances

As confided by the students themselves, text-books never interest them. But interestingly, they were ready to act-out the stories given in the text-books. The students were thus divided into small groups and each student was assigned some portion of the story to read and memorise, for performing it in the next class. All the students who were given the assignment did the job sincerely and performed it in the class. They themselves as well as

other students also enjoyed their performances. A short skit on the topic of cleanliness was prepared to be performed by the students. The complete skit is given below.

“Cleanliness is Next to Godliness”

Performers:

Rinku, Pintu, Rahul, Puja, Rocky: all study in class IX in the same school and are friends

Mr. Sharma: A lawyer and a respectable person in the colony.

Mrs. Pradhan: A teacher, Rinku’s Mother

Background:

Mr. Sharma’s Daughter Dolly’s marriage reception

Act 1:

Scene 1:

(The play begins at Rinku’s home in the afternoon. He is getting ready to go for playing. Calling bell rings...)

Pintu: Mama, it must be Rinku. Let me go. I am getting late.

Mrs. Pradhan: Wait a minute son. Let Pintu come inside. (She opens the door)

Pintu (while entering): Hello Aunty. Where is Rinku?

Mrs. Pradhan: Hello Pintu Beta? Rinku is getting ready to go with you.

Rinku: I am ready mama.

Pintu: Rinku, see this is my new bat. My papa bought it for me on this new year.

Rinku: Wow! So Nice. Ok. Let’s go.

(Rinku and Pintu together: Bye Mama, Bye Aunty)

Mrs. Pradhan: Bye.

Scene-2

(Scene 2 opens near the playground where used paper plates are spread all over. A stale smell is coming from it and dogs and crows are dragging the plates creating a mess.)

Rinku: (Stepping on a used paper plate) oh yak... what is this?

Pintu: Waste plates containing leftovers. Rinku did you step on it?

Rinku: Ya. See. There are a lot more spread on the road.

Pintu: Ya. Yesterday was Sharma Uncle’s daughter’s marriage reception. But he is an elderly person. How could he leave these stale plates like this... it looks so nasty and ugly.

Rinku: Our Prime Minister has introduced “Swachha Bharat Abhiyan” and see what our uncles and Aunties are doing.

Pintu: Rinku, lets clean it.

Rinku: Sure my friend. We will clean it first then we will go for playing.

(at this time Rahul, Puja and Rocky also reached the playground)

Puja: hey Rinku, hi Pintu. What both of you are doing?

Rinku: we are going to clean the waste plates; it looks so dirty.

Rahul: I will also join you.

Puja: Me too.

Rocky: I am also with you people. Let's clean it nicely.

Scene 3

(In the same ground, Mr. Sharma coming for an evening walk with his friend)

Mr. Sharma: (To all the kids): Hello Kids. What are you doing over there? Are you not playing today?

Pintu: No uncle. We are cleaning the ground.

Rahul: it was really bad uncle... so we thought of cleaning it.

Rocky: It was stinking as well.

Puja: we are collecting the stale plates and putting it in the dustbins. These were yesterday's party's left over.

Rinku: Dolly Didi's marriage reception's.

Mr. Sharma: (ashamed): I am sorry dear kids. I have completely forgotten to clean it. And thank you very much. I realized my blunder. And I promise, I will never repeat it again. (He also joined the kids in cleaning)

(All of them started playing thereafter)

4.14.1 Learning Outcomes

All the students who were given the assignment did the task sincerely and performed it in the class. Even though the quality of the performances might not have been of very high standard yet at the same time the students got a chance to practice their speaking skills in front of their friends and the teacher which certainly was a happy moment for them. This activity was perceived to be improving the students' speaking skill by making them utter long sentences, as well as difficult words, rather smoothly and spontaneously. It was also perceived to be developing their listening skills.

4.15 Activity- 15: The Art of Describing

The students were taught the art of describing people, places, objects etc. through different techniques. First, they were taught the skills of describing people by telling their physical features like their eyes (brown/black/blue), nose (sharp/flat), hair (curly, straight), height (tall/short), health (fat, sound health, thin) and their behavioural aspects like; well behaved, serious, funny, mischievous, honest, crooked etc. They were also taught the art of describing different places based on their location and historical

importance. Additionally, the students were also taught to describe different types of objects based on their sizes, shapes, colours, material used and their usage.

4.15.1 Learning Outcomes

This activity tested the students' ability to describe various things, their questioning skills, their vocabulary building abilities, and at the same time it also improved their speaking skills.

4.16 Activity- 16: Dumb Charades

The other fun-learning activity that was practiced in some classes was 'Dumb Charades' which was observed to be thoroughly enjoyed by the students. The students were first made to know the rules of the game, and a demonstration of the game was given using the students' L1. The students were divided into five groups and the groups were numbered 1, 2, 3, 4 and 5 respectively. One member of a group posed as the dumb person and she was given some topic like the name of a movie, the name of a famous person/place, and she had to act it out without saying a single word. In this process the other group members could ask her several questions quickly to find out the answer and the 'dumb' person has to convey it through signs and gestures only. And the process goes on till the cycle gets completed. In this activity, initially the topics that were given were primarily the names of movies and the students used their mother-tongue while asking questions. But subsequently other topics were given and the students asking the questions to their 'dumb' friend to get the right answers were directed to use only English words and sentences.

For example, the topic given to a 'dumb' student was 'Morning shows the day'. The students asked her questions like, 'how many words', 'how many letters in the first word', 'how many in the second', 'what is the first letter of the first word, is it A/B/C/D/...'

4.16.1 Learning Outcomes

All the students in the class enjoyed this activity very much. This type of games and activities increased the confidence and motivation levels of the students. By the end of this process the students started asking questions in English without even realizing it. It developed their questioning ability as well as their critical thinking and speaking skills.

4.17 Activity- 17: Vocabulary Games: Forming Multiple Words from a Single Word

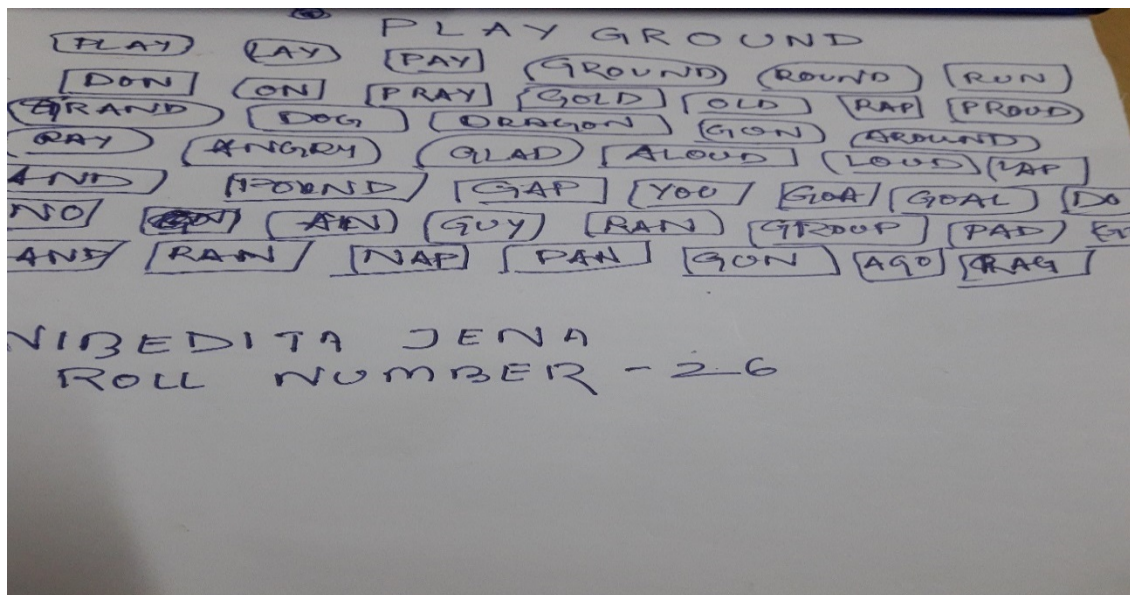
The instructor first divided the whole class into pairs. Then she wrote one word on the board and asked each pair to form at least ten new words from the given word within ten minutes. Whichever pair did the activity correctly within the due time was given a small prize.

For Example:

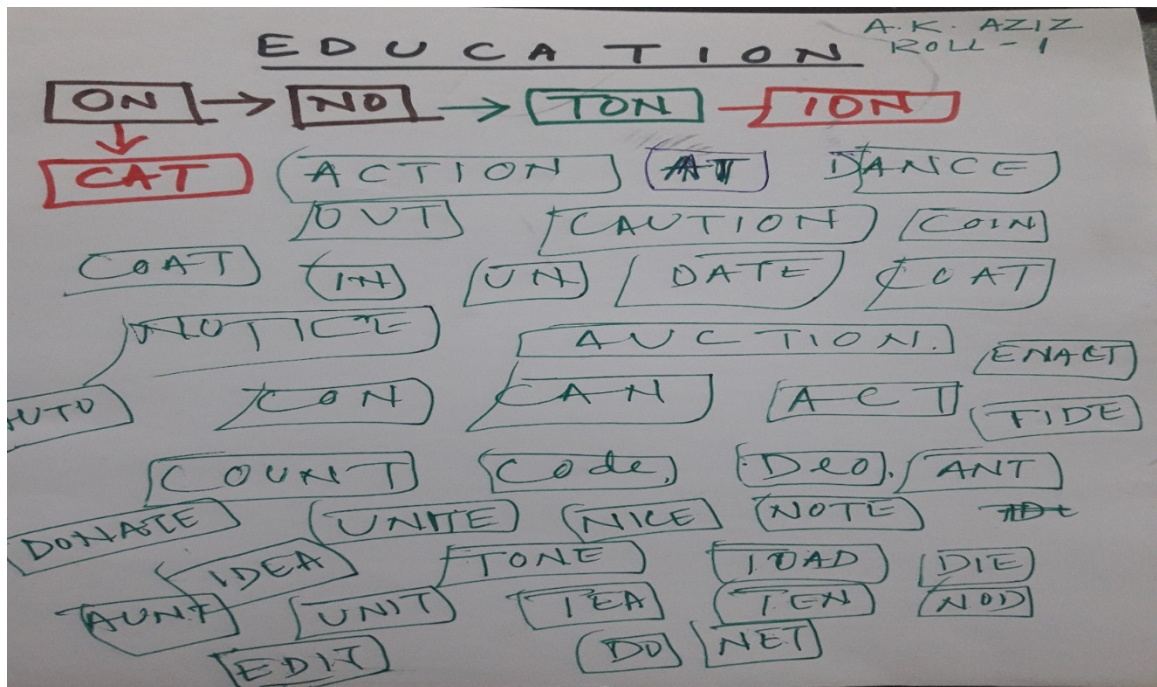
Languages: Age, gauge, nag, ale, sage, gas...

Development: Men, ten, even, pod, pot

Aeroplane: an, plan, ear, near, rear...



Picture 2: Making new words from the word 'Playground' by a student



Picture 3: Making new words from the word 'Education' by a student

4.17.1 Learning Outcomes

This activity developed great interest among the students as well as encouraging the students to go for a healthy competition among themselves to get the prize. The students formed many new words from the given single word. The exercise helped them to add new words to their pool of vocabulary.

4.18 Activity- 18: T-20 Word Game

For this activity the students were asked to imagine themselves to be in a situation where they could only use twenty English words. The question that they had to ask themselves was what could be those twenty words applicable to that specific situation. They had to make a list choosing their words wisely. After choosing the words they had to write a

short, logical paragraph forming at least five full sentences using those twenty words. The time allotted for this activity was 15 minutes.

4.18.1 Learning Outcomes

The students wrote different types of words especially verbs. This activity developed the vocabulary skills of students along with their writing skills. It gave the students an opportunity to think critically and arrive at solutions.

4.19 Activity- 19: Vocabulary from Newspaper

The students were divided into groups and were given a newspaper cutting each. They were asked to discuss among themselves and underline the words if they knew the meanings and highlight or circle the words whose meaning was unknown to them. After that the groups were asked to give presentations explaining the meanings of the words they had underlined. The time allotted for this task was 20 minutes. Each group wanted to show that they knew more words and only a few words were unknown to them. Some groups were observed to be making use of pocket dictionaries that they had brought with them. At the end of the task, the meanings of all the words were discussed giving proper examples from real-life context.

4.19.1 Learning Outcomes

In the words of McDonough & Shaw (2003), if the materials to be used in the classroom is chosen and prepared according to the context of the students, then the lesson will have a positive effect on the students. This activity enabled the students to go beyond their textbook and read something from outside sources. It developed their vocabulary as well as their reading comprehension skills.

4.20 Activity- 20: Jumbled Word Games

In this game the students were divided into small groups and were given some jumbled words, some words having missing letters and asked to quickly solve the puzzles. The group that gave the correct answer first was given a small prize, like a chocolate. They

were also asked to frame other words having two vowels, three vowels, four vowels, without vowels etc. which the students completed quite enthusiastically. They were also given a list of vocabulary related to their daily life as a home-task to practice and to use in sentences of their own.

4.20.1 Learning Outcomes

This activity created a lot of fun among the students. They started finding out words having one vowel, two vowels, and multiple vowels. It developed their vocabulary skills as well as their ability to think critically.

4.21 Activity- 21: Word Formation

The students were divided into a group of four members each before these activities were done.

Word Reversal: The students were asked to read a passage from their text-book and find out the words which when altered or reversed produced a new word. For example: On-no, won-now, bus-sub.

Palindromes: Palindromes are words which can be read as the same both from backward and forward. For e.g. madam, mom, dad, noon etc. Each group was asked to write a set of 20 Palindromes within 15 minutes.

Synonyms: The students were given a list of words which mainly included verbs and adjectives. Then they were asked to discuss in groups and write at least three words giving similar kinds of meaning. For example: Love: like, admire, warmth, attachment etc.

Antonyms: The students were asked to write the opposite words of the list given for writing the synonyms. For e.g. love-hate, approve-disapprove, attachment-detachment etc.

Homonyms: Homonyms or homophones are words which may be similar in spelling or sound, but different in meaning. The students were asked to make a list 25 homophones within 15 minutes. Whichever group produced the task first was to get a small prize.

4.21.1 Learning Outcomes

The students found these activities quite interesting which added to their vocabulary repertoire. They were also motivated to complete these tasks since there were small prizes for them.

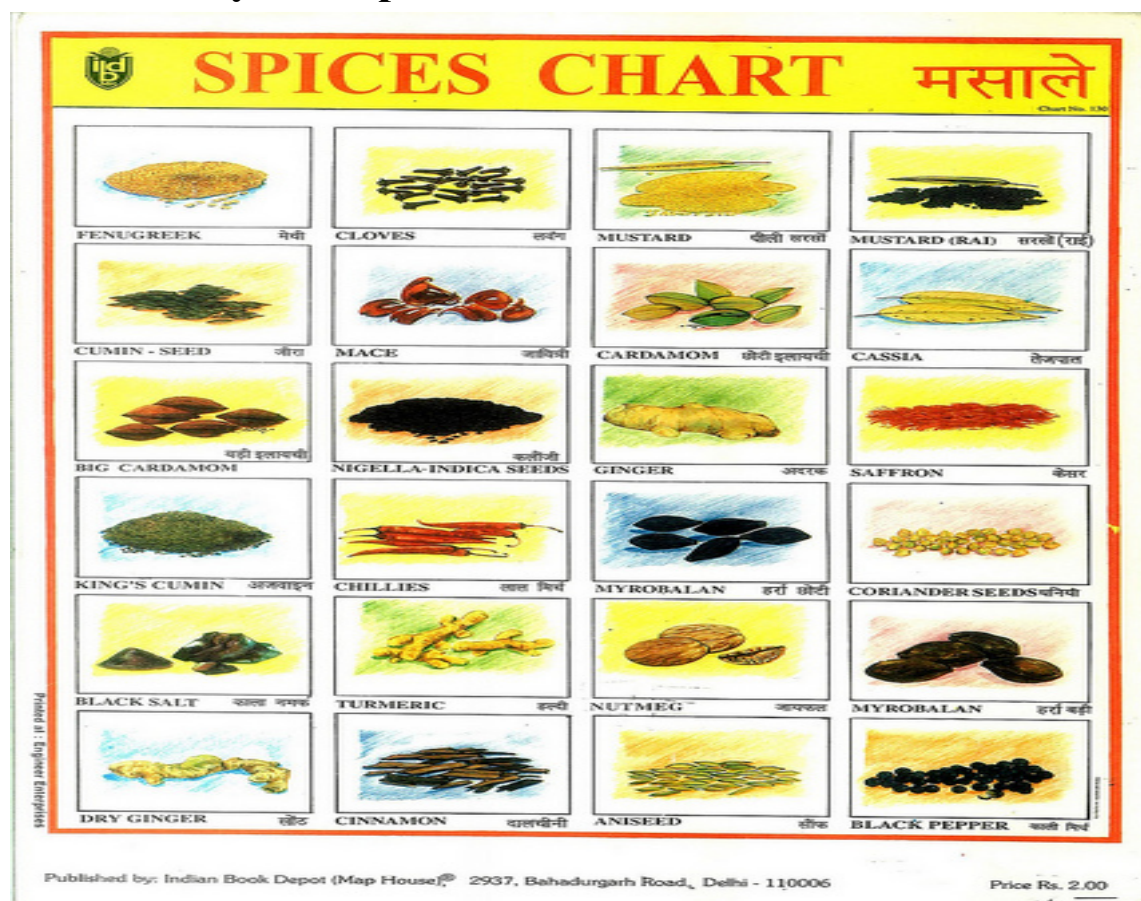
4.22 Activity- 22: Word Register

On another day, the researcher wrote a word on the board and asked the students to say things or words which were related to the word written on the blackboard. For example, the teacher wrote the word “Hospital” on the board and asked the students to raise their hands if they knew the names of things which were related to the word “Hospital”. Whoever raised her hand was asked to write the related word on the board. Thus, there were many words relating to “Hospital” like doctor, nurse, patient, operation theatre, stethoscope, white apron, blood and many more. In a similar vein many more word registers were discussed in the class.

4.22.1 Learning Outcomes

These activities were a real fun for the students and developed the vocabulary power of the students. The students also used those words in real-life communication and transactions thereby developing their speaking and writing skills.

4.23 Activity- 23: Spices in the Kitchen



Picture 4: Spice Chart

The students were asked to collect the names of spices in their kitchens and write those in English. Additionally, they were also given the task to know the usage of those spices. It was real fun for the students to collect the names of the spices from their own kitchens and reproduce their English words in the classes. All the students were observed to have prepared a list of spices and their usages. It gave the teacher an opportunity to conduct another related activity in the class. The activity is discussed below (in Activity - 24).

4.24 Activity – 24: Master Chef

For this activity the students were asked to perform the role of a chef in a competition. They were given clear instructions regarding how to perform that role. They had to

imagine that they were on TV and are preparing a dish. They needed to tell the ingredients required for the dish and the procedure of preparing it. For example: *how to prepare egg omelet*. The maximum time allotted for this activity was 15 minutes. Whoever did the task properly was to be considered as the Master-Chef, and was entitled to get a gift hamper from the teacher.

4.24.1 Learning Outcomes

This activity helped immensely in improving the vocabulary knowledge and the speaking skills of students. It generated a lot of interest among the students and also increased the motivation level of the students in completing the task.

4.25 Activity- 25: Multiple Uses of Objects

Every object has a prime use. But it can also be used for multiple other purposes. For example, a cup. The prime purpose of it is to drink tea or coffee but it can be used as a pen stand, to grow small plants etc. The researcher gave this activity as a home task. She gave a list of things to the students and asked them to come up with at least three uses other than its prime use. The students were asked to submit the answers as a writing task.

- 1) pen 2) a brick. 3) a shoebox, 4) a water bottle, 5) a mug, 6) a newspaper, 7) a pencil

4.25.1 Learning Outcomes

The students came up with different novel ideas of using those things other than their prime usages. This activity developed the critical thinking and the writing skills of the students.

4.26 Activity- 26: Learning to Use a Dictionary

This particular activity was practiced continuously. In most of the classes this was the starting activity. The students used to be asked to give meanings of random words. Then the words were written on the board as dictated by the students. Then the students were asked as to how would all these words appear in a dictionary. Which word came first and

which came later? They were then asked to write all the words alphabetically. The students were asked to organize each letter of the words alphabetically because that is how it appears in the dictionary.

4.26.1 Learning Outcomes

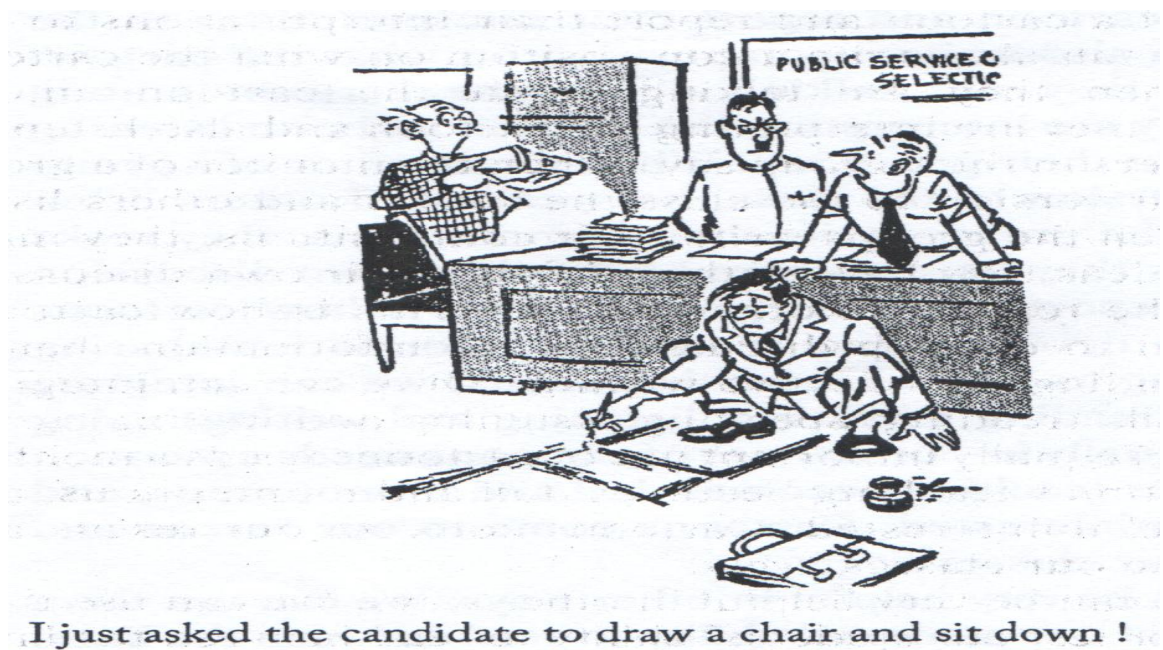
The students got to learn the fundamentals of a dictionary and also how to find out the meaning of a word quickly and easily from the dictionary.

4.27 Activity-27: Write What You See

In this activity the researcher pasted some pictures on the board and asked the students to see the pictures carefully and write a short paragraph on what they observed. They were free to make their own interpretations and come up with whatever they thought was applicable to the context. Well-known and humorous cartoons from newspapers critiquing our day to day life were given to the students for interpretation and appreciation.



Picture 5: Cartoon (a) given to the students for description



Picture 6: Cartoon (b) given to the students for description

4.27.1 Learning Outcomes

The students wrote short paragraphs based on the pictures. It aided towards developing their writing skills as well as their critical thinking abilities. It was also perceived to have developed their skills of interpretation and narration. They got to understand the underlying humour behind cartoons and their roles in bringing to light the bitter and unpleasant realities of life.

4.28 Activity-28: Preparing cards

In this activity the students were taught how to write and prepare different types of cards for different occasions like birthdays, marriages, school and college functions, New Year greeting cards etc. The students found this task very interesting. The students were divided into groups and asked to prepare greeting cards for different occasions.

4.28.1 Learning Outcomes

The students learnt how to write for various greeting cards like birthday cards, marriage invitation cards, school functions etc. They collected proverbs, maxims and quotations based on the themes of the card. This activity developed a kind of creativity among the students. It was also observed to be developing their writing skills.

4.29 Activity-29: Pick your Zodiac Sign

In this activity the students were shown a picture containing all the twelve zodiac signs. The students were very much interested to know the English words for their respective zodiac signs. As a follow-up task the teacher discussed the characteristics associated with all the zodiac signs in the class which really generated interest among the students. They were eager to know the kind of person they were as suggested by the zodiac signs. They also wanted to know what the week had in store for them. They were given the task of remembering all the words with their correct pronunciations. Initially when they were shown the picture, they quickly remembered their own sign but then gradually they remembered the names of all the signs with their proper pronunciations. All the students wrote them down on their notebooks and tried to remember all the zodiac signs by heart.



Picture 7: Zodiac Sign

4.29.1 Learning Outcomes

This activity created interest and enthusiasm among the students to know each other's zodiac signs in English. It added to their vocabulary knowledge, sourced from a real-life context. These kinds of tasks based on authentic materials really helped students in improving their language skills and gave them a chance to use those in real life contexts.

4.30 Activity-30: Word-Chains

Word-chains are a type of game which is played by forming new words from the last letter of the previous word. For example; ant-tiger-rose-elephant... and so on. This activity was done at the beginning of the class just like the chain drills. In this activity the students were asked to stand up and play this word-chain. Whoever broke the chain was asked to sit down and the game continued from the next student. They were also asked to play verb word-chains and adjective word-chains where they had to respond only using verbs or adjective as the game demanded.

4.30.1 Learning Outcomes

This activity generated interest and fun among the students. They remembered a number of words alphabetically in order to win the game. It gave them a chance to practice their word power and was perceived to have added to their list of vocabulary.

4.31 Concluding Remarks

This chapter discusses the experiments done inside the English language classes through various games and fun methods of language learning. All the activities in this chapter deal with practical and real-life situations which the children face in their day-to-day lives. When these types of classroom activities were practiced in the language classrooms, a noticeable change in the interest and motivation level of the students was observed. Most importantly, all the activities were student-centric, which aided towards generating interest among the students, thus motivating them towards learning and doing better in English. In the words of Allwright and Bailey (1991), sometimes what happens

in the classrooms is not expected while preparing the lessons, so the teacher must be ready to deal with the situational factors that arises in the classrooms. Therefore, in this study, while conducting the activities, the situational aspects in the classrooms and the demands of the students were given primary importance.

Chapter 5

Data Presentation and Results Analysis

This chapter presents the results from the pre and post-test experimental study, in addition to qualitatively analyzing the data received through a questionnaire that was administered to 50 number of school teachers accessed during a teacher training programme organized by a state university. The objective was to gain insight into the issues and problems afflicting English language teaching in regional medium schools from the perspective of teachers teaching English in government-run regional medium schools. Key findings from interviews conducted face-to-face with another 30 number of school teachers teaching English in regional medium schools, accessed during a teachers' training workshop conducted by the District Institute for Education and Training (DIET) of a particular district, are also discussed in this chapter.

As discussed in the previous chapter a pre and post-test experimental study was conducted to address the objectives of the study. After the intervention process was provided to the experimental group, a post-test was conducted among both the control group and the experimental group. The results were then analysed statistically through paired t-test using SPSS 20.0.

5.1 Pre-test and Post-test Results of the Control Group and Experimental Group:

5.1.1 Table 3: Reading and Writing Test (Total Marks – 50)

Control Group (Reading and writing)	Pre-test	Post- test	Experimental Group (Reading and writing)	Pre-test	Post-test
Mean	16.16	16.95	Mean	15.76	26.78
Variance	41.01	43.92	Variance	61.86	62.09
Pearson Correlation	0.903	-	Pearson Correlation	0.931	-
df	71	-	df	107	-
t-Statistics	2.33	-	t Statistics	39.43	-
Observations	72	72	Observations	108	108

5.1.2 Summary

A paired “t” test was performed to determine if there was any significant improvement in the reading and writing skills of students belonging to the control group and experimental group. No intervention was provided to the control group whereas the researcher intervened with different types of English learning methods and activities for the experimental group. Table 3 shows the mean values of the pre and post-test results of reading and writing skills for both the groups. The values of control group are 16.16 and 16.95 respectively whereas the values of experimental group are 15.76 and 26.78 respectively. The table indicates that the mean values of the pre-test in both the groups are nearly the same whereas there is a big difference between the mean values of the post-tests of the control group and the experimental group. The variances for both tests of the control group are 41.01 and 43.92 respectively whereas the variances of the experimental group in both the tests are 61.86 and 62.09. Variance gives an idea of how much the observed values are deviated from the central value, i.e. the mean.

The Pearson correlation which is known as the correlation coefficient, between the pre-test and post-test in the control group is 0.903 and in the experimental group, it is 0.931 which means that there is a positive correlation between the pre-test and post-test of reading and writing tests in both the groups. The df, that is the degree of freedom, is the number of observations minus one. For the control group and the experimental group, the df are $72-1=71$ and $108-1=107$ respectively. Here the 't Statistics' or the t-value of the control group is 2.33 whereas in the experimental group it is 39.43. The t-statistics is used to test the difference between the significance of the mean values. The observations refer to the number of samples taken for this particular t-test that is 72 and 108 respectively for the control group and the experimental group. This shows that there is a significant difference between the results of the control group and experimental group in terms of the achievement in reading and writing test.

5.1.3 Table 4: Listening Test (Total Marks – 25)

Control Group (Listening)	Pre-test	Post-test	Experimental Group (Listening)	Pre-test	Post-test
Mean	7.16	8.5	Mean	7.27	14
Variance	10.76	12.87	Variance	13.43	11.55
Pearson Correlation	0.738	-	Pearson Correlation	0.807	-
df	71	-	df	107	-
t-Statistics	4.52	-	t-Statistics	31.63	-
Observations	72	72	Observations	108	108

5.1.4 Summary

Table 4 shows the mean values of the pre and post-test results of listening skills for the control group, which are 7.16 and 8.5 respectively and the mean values of the pre-test and post-test results of the experimental group, which are 7.27 and 14 respectively. The table indicates that the mean values of the pre-test in both the groups are nearly the same

whereas there is a huge difference between the mean values of the post-tests of the control group and the experimental group. Again, the variances for both tests in the control group are 10.76 and 12.87 respectively whereas the variances in both the tests under experimental group are 13.43 and 11.55.

The Pearson correlation which is known as the correlation coefficient, between the pre-test and post-test in the control group is 0.738 and in the experimental group, it is 0.807 which means that there is a positive correlation between the pre-test and post-test listening tests in both the groups. The df, that is the degree of freedom, is the number of observations minus one. For the control group and the experimental group, the df are $72-1=71$ and $108-1=107$ respectively. Here the 't Statistics' or the t-value of the control group is 4.52 whereas in the experimental group it is 31.63. This shows that there is a significant difference between the results of the control group and experimental group in terms of the achievement in the listening test.

5.1.5 Table 5: Speaking Test (Total Marks – 25)

Control Group (Speaking)	Pre-test	Post-test	Experimental Group (Speaking)	Pre-test	Post-test
Mean	4.45	3.61	Mean	4.66	11.31
Variance	9.97	6.83	Variance	9.53	14.87
Pearson Correlation	0.759	-	Pearson Correlation	0.690	-
df	71	-	df	107	-
t-Statistics	3.47	-	t-Statistics	24.50	-
Observations	72	72	Observations	108	108

5.1.6 Summary

Table 5 shows the mean values of the pre and post-test results of reading and writing skills for the control group, which are 4.45 and 3.61 respectively and the mean values of

the pre-test and post-test results of the experimental group, which are 4.66 and 11.31 respectively. The table indicates that the mean values of the pre-test in both the groups are nearly the same whereas there is a big difference between the mean values of the post-tests of the control group and the experimental group. Again, the variances for both tests in the control group are 9.97 and 6.83 respectively whereas the variances in both the tests under experimental group are 9.53 and 14.87 respectively.

The Pearson correlation which is known as the correlation coefficient, between the pre-test and post-test in the control group is 0.759 and in the experimental group, it is 0.690 which means that there is a positive correlation between the pre-test and post-test of speaking tests in both the groups. The df, that is the degree of freedom, is the number of observations minus one. For the control group and the experimental group, the df are $72-1=71$ and $108-1=107$ respectively. Here the 't Statistics' or the t-value of the control group is 3.47 whereas in the experimental group it is 24.50. This shows that there is a significant difference between the results of the control group and experimental group in terms of the achievement in the speaking test.

5.1.7 Table 6: All Tests Taken Together (Total Marks - 100)

Control Group (Total marks - 100)	Pre-test	Post-test	Experimental Group (Total marks - 100)	Pre-test	Post-test
Mean	27.79	29.06	Mean	27.71	52.10
Variance	115.32	115.13	Variance	153.25	190.31
Pearson Correlation	0.916	-	Pearson Correlation	0.914	-
df	71	-	df	107	-
t-Statistics	2.47	-	t-Statistics	45.29	-
Observations	72	72	Observations	108	108

5.1.8 Summary

Table 6 shows the mean values of the pre and post-test results of the total marks for the control group, which are 27.79 and 29.06 respectively and mean values of the pre-test and post-test results of the experimental group, which are 27.71 and 52.10 respectively. The table indicates that the mean values of the pre-test in both the groups are nearly the same whereas there is a big difference between the mean values of the post-tests of the control group and the experimental group. Again, the variances for both tests in the control group are 115.32 and 115.13 respectively whereas the variances in both the tests under experimental group are 153.25 and 190.31.

The Pearson correlation which is known as the correlation coefficient, between the pre-test and post-test in the control group is 0.916 and in the experimental group, it is 0.914 which means that there is a positive correlation between the pre-test and post-test of the overall tests in both the groups. The df, that is the degree of freedom, is the number of observations minus one. For the control group and the experimental group, the df are $72-1=71$ and $108-1=107$ respectively. Here the 't Statistics' or the t-value of the control group is 2.47 whereas in the experimental group it is 45.29. The observations refer to the number of samples taken for this particular t-test that is 72 and 108 respectively for the control group and the experimental group. This shows that there is a significant difference between the results of the control group and experimental group in terms of the achievement in terms of the total marks secured in all the tests.

5.2 Analysis of Qualitative Data Received from the Teachers' Questionnaire

In addition to the experimental study that was undertaken to examine the proficiency levels of students in all the four skills, and to test alternate teaching-learning strategies that could aid towards improving the English language skill levels of the students; feedbacks from teachers on issues and problems on the English teaching-learning process

were also elicited through a teachers' questionnaire. As mentioned above, the teachers were accessed during a teacher training programme conducted by a state university during June 2015. The teachers all belonged to various government-run regional medium high schools spread throughout the state. The teachers had a minimum of five years, and a maximum of 20 years of English teaching school-experience.

Before administering the research instrument due permission was taken from the organisers, and the teachers were then approached and requested to provide their honest feedback to the questions asked in the questionnaire. To get an overall idea regarding the English teaching-learning process and the opinions of the teachers on the prevailing issues and problems, a set of open-ended questionnaires was distributed among the teachers. Out of a total number of 50 participants in the training programme only 27 teachers returned the completed questionnaire. This questionnaire consisted of 18 general-purpose questions regarding issues relating to teaching and learning of English in government-run regional medium schools.

The questions and the replies of the teachers are analysed qualitatively in the consequent paragraphs.

1) What are the main reasons for poor English skills among students in your school?

Some teachers blamed the entire education system for the decrease in the proficiency level of the students. According to the teachers, people in power and position are not much bothered about this since only children from poor families attend government-run regional medium schools.

Everybody today wants to attend English medium schools and only those who cannot afford, come to these schools. They themselves send their own children to English medium schools. People are least concerned about the rural government school students and instead of taking any strategic steps they are ruining the careers of the students. All the schools unanimously blamed the government for the faulty education system. Some of the teachers opined that the reason behind the low English learning outcome among

students is solely due to their family background. The students studying in government schools are from poor backgrounds. Their parents are least concerned about their studies. So the students are careless about it. Some other teachers honestly answered that the teachers themselves are equally responsible since they do not take interest in teaching the subject. The key factor is the lack of accountability of the teachers to anyone in the system. Some teachers also observe that their interest is decreasing day by day as there are not many students who take admissions in state-run government schools because English medium schools are mushrooming every day.

2) What can be done to improve English language skills among the students?

To this question some teachers have replied that the syllabus should be changed. Some others have said that only English teachers should teach English since teachers from other subject areas cannot teach English properly. It is worth mentioning here that in many of these schools English is not taught specifically by an English trained teacher but also by teachers from other subject areas like History, Psychology, Geography, and even Odia, the regional language of the state. Some teachers are of the opinion that adequate training and other teaching materials should be provided because many a time students are observed to be getting bored with the monotony of the prescribed textbooks. Another observation from the teachers was that there should be small language laboratories in all the high schools with the provision of audio-visual aids. This might create interest among the students to learn the language.

Teachers have also commented that even though English is not their mother-tongue, it is very essential for students who aspire to go for higher studies and a better career in future. Therefore, the focus should be given to better learning of the language by the students and should hold some practical utility for them. But in all the schools English is taught as a subject and mostly it is taught theoretically, only to fulfill the purpose of examination. The government should take extra care for the promotion of English language at the school level. Different types of course book and reference books should be provided to the school libraries. Regular training should be given to the teachers on how to teach English effectively using real-life examples.

According to Binde (2005), the UNESCO report states that, language teachers all over the world both in advanced and developing countries share a common type of challenge. These include challenges relating to subject areas, with colleagues, and above all the challenges of maintaining quality in the teaching and learning of the language since higher standard in education is needed to maintain an improved quality of life. It is thus quite aptly said that the “teachers are at the heart of educational improvement” (Hopkins and Stern, 1996, p.501). Therefore, for any improvement to take place in the teaching learning process the teachers must be well equipped and must be well educated to carry out the projects. Another interesting comment by the teachers was that the salary of the teachers should be increased as it was very less as compared to other professionals.

3) What kind of English teaching methods do you follow in your class? Do you follow a set-pattern as per the syllabus or do you use other teaching methods to teach the four language skills?

Most of the teachers have said that they “do not follow any method in the classroom while teaching English”. They simply teach the subject by translating it into the regional language that is Odia so that the students will understand the context. Some other teachers said that though they want to follow the direct method, the students do not understand anything and get bored, so they follow the grammar-translation method. Some teachers have replied that they follow the dictation method to make the students write properly, while some others have said that they explain the subject-matter to the students and then ask them to do the exercises at home due to time constraint. Knowingly or unknowingly, the teachers are observed to be practicing the grammar-translation method in the classrooms while teaching English. Some others have responded that they prefer storytelling and dramatizing while teaching English to their students.

The answers received from the teachers revealed a very interesting aspect that a large number of the teachers did not themselves know that there are certain language skills. Some of them asked the researcher, “What type of skills are you talking about?” Upon being explained about the four skills of listening, speaking, reading and writing, they responded that they practice only two skills in the classroom, which are reading and

writing. Some other English teachers have said that teaching listening and speaking skills to school students from rural areas is very difficult. Most teachers diligently follow what is prescribed in the syllabus and do not like to teach anything beyond the syllabus as they perceive that teaching anything beyond the prescribed syllabus would create problems for them in completing the course within the given period. They perceive that since there are no directives from the government regarding this, it, therefore, is not essential. The government also has not mandated any special method for teaching English to the students. Teachers are therefore free to use their own best method, or lack of any, for their classroom teaching.

4) How often are you allowed to avail teacher development programmes in a year by the government?

As per data received from the teachers, the state government occasionally conducts training programmes in collaboration with the Rashtriya Madhyamika Shiksha Abhiyan (RMSA), a Government of India teachers' training scheme. A teacher is sent for training once in a year, or once in two-three years when the government sends circular to the schools. In these training programmes, the teachers are advised to impart classroom teaching by dividing the students into small groups, but this is not physically possible in actual classroom contexts since the size of the classrooms are small and a large number of students have to be accommodated inside the small classrooms. Added to this some teachers have observed that if they teach the students by dividing them into groups it will consume a lot of time and there will be problems in completing the syllabus. All the teachers unanimously agree that there is no specific training given for English language teaching in schools and the training programmes are definitely not provided every year. Rarely the teachers get a chance for teacher development training programmes. The current training programme was one such rare programme, and it was also revealed by the teachers that usually in these programmes rather than for one subject, training is usually given on how to teach all subjects. The duration of the training is usually for three days or for maximum one week.

5) Is the syllabus prescribed for 9th class students adequate, or is there any need for additions/modifications?

All the teachers have responded positively to this question and have agreed that the syllabus is sufficient for the students and there is no need of any addition or modification unless and until the standard of the students improves. First and foremost, need is to improve the standard of the students.

6) What could be the reason behind parents preferring to send their children to English medium schools rather than Odia medium schools?

To this question, many teachers have replied that parents assume that English medium schools provide better English education as their name suggests. With English education being considered synonymous with quality education, parents who can afford prefer to send their children to English medium schools. And sending children for English tuitions is also a regular affair by these parents. But parents who send their children to government schools are rarely able to send their children for any English tuition. The teachers are of the opinion that “only those parents who have a good source of income prefer English medium schools to regional medium schools for their children”.

This is a general trend that is observed all over India. Many teachers were of the opinion that if parents become conscious and serious regarding the studies of their children then there would be an obvious change in the overall teaching-learning experience of their students including improvement in English proficiency. Whatever tasks the teachers give, parents should frequently check that at home, and should regularly inquire about their children's progress at school.

7) English is introduced in class-III in all the state-run government schools of Odisha. Do you think it is the right decision taken by the government? Please give reasons for your answer.

There were different answers to this question. Some teachers have said that “English should be introduced from Class-I as that will make it easier for the young students to acquire the language easily and at the end of their high school, they would have learned English for ten years rather than for seven years”. Some other teachers are of the opinion that “the introduction of English in class-III is the right decision taken by the government because by that time the students are thorough with their mother-tongue and it becomes easier for them to learn a second language”. Yet some other teachers have said that government should introduce English in Class-I on a trial and error basis for five years to see whether it works in Odisha or not. In many other states like Kerala, Maharashtra and Tamil Nadu English has been introduced from Class-I and the students are perceived to be doing quite well.

8) How many hours per week are allotted for the teaching of English in high schools? Is the time sufficient enough to teach a second language? Please give reasons for your answer.

According to the teachers, there are six English classes allotted per week, each of 45 minutes duration. The views are a mixed-bag for this question. Some teachers have replied that it is more than sufficient because every day one class is allotted for English. But some other teachers have said that “it is not sufficient for them because there are many things to teach in English like prose, poetry, grammar, non-detailed studies along with different types of activities prescribed in the English course book, which are difficult to complete with six classes per week”.

9) How do you teach a prose piece to your students? Please explain briefly.

Some teachers have responded that they read out the prose piece and dictate the meanings of the difficult words. They simplify the meaning of the text and then ask some comprehension questions in the class to make sure that the students have understood the text. Some other teachers have replied that they ask the students to read out the text loudly and then they simplify the meaning by explaining the text in Odia language. Then the students write down the answers to the comprehension questions that are given at the end of the text and submit to the teacher right there in the class itself. The non-detailed sections which contain stories are also taught in detail just like the prose pieces because there are many words in the non-detailed texts which are new to the students. So, for a better understanding of the students, the teachers teach everything in detail. Additionally, the grammar portions are taught exactly as prescribed in the book and the students are asked to do the exercises in the class and also as home-task.

10) How do you teach poem to the students? Please explain briefly.

As per the answers of the teachers, there is almost no difference between the way they teach prose and poetry. The only difference is that if the poem is short some teachers ask their students to memorize the poem and recite it in the classroom in front of the students. Most of the teachers read the poems themselves and explain their meaning to the students using the regional language.

11) How do you teach listening skills to the students?

Please explain briefly. According to the reply of all the teachers, there is no such thing prescribed in the syllabus, and at the same time, this skill cannot be taught. The students listen when the teacher reads the book, and that is the usual procedure.

12) How do you teach speaking skills to the students? Please explain briefly.

Some teachers replied honestly that they do not teach speaking skills because their students have very poor proficiency level. Even when the teacher asks anything in English, the students reply in the regional language, that is Odia. Some teachers have replied that they ask the comprehension questions in English and ask their students to try answering those in English.

13) How do you teach reading skills to students? Please explain briefly.

According to the answers given by the teachers, they teach reading skills by sometimes reading the text themselves and explaining the important points, but many a time they also ask their students to at least read one paragraph loudly in the class and then the teacher explains the meanings. This is how the teachers teach reading skills to their students.

14) How do you teach writing skills to students? Please explain briefly.

The teachers explain the text and ask the students to write down the answers to the questions given in the book. The teachers also teach them how to write personal letters and applications and then they ask the students to do the exercise in the classroom and show it to the teachers. Sometimes the teachers also ask their students to write essays on different topics like, daily-markets, different festivals celebrated at their homes and in their schools, different seasons, pet animals, etc.

15) Do you think employing Task-Based Language Teaching (TBLT) method in the classroom will develop the students' language skills? Please give reasons for your answer.

To this question, almost all the teachers have similar kind of answers. They have said that task-based activities are very much helpful for the students to develop their English language skills but all the time the teacher cannot teach using a task-based approach. It was observed from the answers that the primary concern of the teachers is to complete

the syllabus in time. Only after that, they bother about whether the students have understood the lessons or not. Some of the teachers have said that they give home-task to the students and according to them that is task-based learning and teaching. For some teachers, the concept of task-based approach was completely new. The teachers know different types of teaching-learning methods like dictation method, storytelling method, dramatization method, and group work method, and only sometimes they apply these methods in the classroom as it is not possible for them to teach by adopting those methods throughout the year due to the time constraint.

16) How do you respond to learners who are very weak in class?

According to the reply of the teachers, they cannot segregate the weak learners from the students who perform well in the classroom. They give freedom to the weak learners to ask questions wherever they do not or cannot understand. At times the teachers give different types of simple tasks to the weak students as home-tasks and then ask them to submit them to the teachers for evaluation. This is one way of helping weak students that some teachers regularly practice.

17) How often do you divide the students into groups in an English class?

As per the answers received, the teachers occasionally divide the students into groups when there is a smaller number of students in the class, or when it is an arrangement class where the concerned subject teacher is absent. They tell stories in the class and ask each group to tell a story. Dividing students into groups and conducting group-tasks is almost non-existent in these schools. This is a drawback which is not singular to government-run regional medium schools. Even in reputed private English medium schools because of the large class-size teachers do not dare to conduct group activities as it would serve no purpose.

18) How do you motivate your students to learn English?

The teachers motivate the students by explaining the importance of English language in higher education and for professional success. They also give examples of different

students who in spite of several difficulties had studied well and now occupied different positions in the central and state governments. The teachers also encourage their students to read English newspapers daily and participate in English debates and essay writing competitions.

5.3 Key Findings of Feedback Received Through Face-to-face Interactions with English Teachers

The following are the key findings of feedback received through face-to-face interactions with another 30 number of school teachers teaching English in regional medium schools, accessed during a teacher training workshop conducted by the District Institute for Education and Training (DIET) of a particular district. The teachers belonged to the age group of 25 – 45, and all of them had BA, B.Ed. degrees, which are considered essential qualifications for a high school teacher. A few of them possessed Master's degree in different subjects also. They belonged to different schools located all throughout the state. Interaction with these teachers revealed some very interesting facts on the English teaching-learning scenario in regional medium high schools of the state:

1. The government has not mandated to appoint any specific English language teacher to teach the subject English. The English teachers during their degree level studies had different majors like History, Geography, Economics, English, and Odia. It was surprising to see “teachers having Odia as their major subject teaching English to high school students”. Students having Odia as the major subject are normally not expected to be very well-versed in English.
2. The teachers who teach English are also assigned to teach different other subjects like history, geography, Odia, drawing, etc.
3. All the teachers had a minimum of 10-15 years of teaching experience excepting a few new teachers who possessed Master's degree in English, and they were not happy with the salaries they were getting.
4. Their workload in English class per week is 5-7 classes, and their overall workload per week is 10-15 classes. Each class is of 45 minutes' duration.

5. Mostly the teachers prefer to teach reading skills with comprehension questions and answers, and the average number of students they have in a single class is between 50-60 or sometimes even more than 60.
6. The students they teach do not converse in English with each other but they are regular in doing their English homework. They do not read any other English books other than their textbooks. Many of the students do not even have textbooks of their own. Free books are provided by the government till class 8, and in high schools, only students belonging to the Schedule Caste (SC) and Schedule Tribe (ST) categories get free books.
7. The teachers do not make use of any audio-visual aids as those are not available in their schools. The only available teaching aids are the chalks, dusters and blackboard.
8. There is no assessment of any type of skill before the half-yearly or the year-end examinations.
9. All the teachers enjoy teaching English in classes but they have not much idea whether the students really enjoy learning English or not.
10. According to all the participating teachers, the present syllabus of Board of Secondary Education, Odisha does not clearly mention anything about the aims and objectives of English language teaching at the high school level.
11. The teachers do not find any emphasis regarding the development of the four language skills in the syllabus.
12. According to the teachers, “listening and speaking skills are very much neglected in the syllabus prescribed by the government of Odisha”.
13. As a teacher teaching English, not a single teacher is happy with the prevalent examination pattern prescribed by the government because according to them the examination process lacks practical utility and needs to be revamped.
14. According to the teachers the home environment and the family income of the students also greatly influences the academic performances of the students since the parents of a majority of the students belong to the low-income group. The parents/guardians of the students do not show any interest in the study activities of their children.

15. The teacher-guardian meeting is not held frequently in the schools. It is held on those rare occasions when a student gets involved in some mischievous activities, or else a guardian meeting is usually held before the class 10 Board examination.
16. The school libraries do not have sufficient books to provide to each student. Apart from this, the libraries also do not have different reference books or books on communicative English teaching.
17. Physical facilities like chairs, tables, benches, and above all big spacious classrooms able to accommodate 50-60 numbers of students are not available in schools for smoothly conducting any type of group activities.
18. There is no reading room in the schools; there are no drinking water facilities in schools. In each school, there is only one tube-well for all the students. And the worst condition is that during summer in some village schools villagers come to fetch water from the school tube-wells.
19. The teachers all agreed that they get support from their school administration at the time of their needs.
20. Besides teaching the teachers are also assigned with different duties imposed by the government, starting from clerical duties, to election duty, to the distribution of *Aadhar* cards. *Aadhar* cards are government provided citizen identity cards, mandatory for all Indian citizens today.

5.4 Concluding Remarks

This chapter deals with the analysis of both the quantitative and qualitative data and the interpretation of the results. The quantitative data which were collected from the students through the Key English Test on the four language skills were analysed statistically through paired t-test with the help of SPSS 20.0. The qualitative data collected from the English teachers with the help of questionnaire and face-to-face interviews were analysed qualitatively. The results of the tests show that there is a significant increase in the English language skills of rural school students after they were intervened with different types of fun-learning methods.

Chapter 6

Conclusion and Recommendation

This chapter provides the conclusion and recommendations based on the findings of the study. It includes a model lesson plan proposed in light of the positive outcomes of the intervention process. It also gives recommendations based on the pedagogical implications of the study and provides suggestions for further research. The study aimed at finding out the current English language proficiency level of state-run government high school students. It investigated into the problems and challenges involved in the English teaching and learning processes prevailing in these schools, and also the types of language learning methods that can be adopted in the classroom teachings so that the students get interested in the teaching-learning process. The study also offered recommendations in the light of the findings of the study by providing specific practical teaching solutions to the issues and problems at hand. It also provided a well-structured lesson plan for the teachers to be adopted in the English classrooms. The findings obtained from the study shows that there is a statistically significant difference between the results of the control group and the experimental group. Students belonging to the experimental group performed better in the post-test conducted after the intervention were provided, whereas the results of the students belonging to the control group showed no significant improvement.

Developing the proficiency level of school students is certainly not an easy task. It takes constant practice, dedication and interest on the part of both the teachers and students. To teach rural students the skills of English is a real challenge since majority of the students are first-generation English learners. Many students are also first-generation learners with their parents having never set their feet inside a school. This has resulted in the students being completely deprived of any kind of parental support for their studies.

Nor are they financially sound enough to provide them with private tuitions. All these, act as barriers to a sound teaching-learning process for the students. With no additional support system, school teachers are the only ones who provide training and a study environment to these students. But the teachers also have their own issues and problems relating to teaching that include inadequate training, insufficient salary, extra workload and responsibilities beyond academics, all of which converge in a vicious cycle that result in poor learning outcomes for the children. No wonder then that the National Achievement Survey (NAS) report states that different state board students are struggling to get even 40% of the answers right in subjects like Mathematics, Science, Social Science and English. The outcome for English shows that the average of students giving correct answers fell from 67% in class III, to 58% in class V and 56% in class VIII, to no state except Manipur crossing 42% in class X. The NAS is a recent initiative of the Ministry of Human Resource Development (MHRD), Government of India, which was conducted throughout the country on November 13, 2017 for classes III, V and VIII, in government and government-aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Languages, Environmental Science, Sciences and Social Sciences. “The competency-based test questions developed reflected the learning outcomes which were recently incorporated in the Central Rules for Right to Education (RTE) Act by the Government of India. This is the largest assessment survey conducted in the country and is amongst the largest conducted in the world.” The survey assessed the learning outcomes of 2.2 million students from 1, 10,000 schools across 700 districts in all 36 states and union territories in India (NAS, 2017).

One of the important aspects of teaching English through games and fun activities to rural high school students is that it can help them to improve their skills in English language as well as motivating them to learn the language without any fear. The results show that the intervention procedure had a positive impact upon the students. Yet at the same time it is to be noted here that interest shown by students in completing the classroom tasks or in getting involved in class assignments does not necessarily mean that there has been any real development in their proficiency level. This study does not

propose to make any such claims. But taking into account the contextual factors, if the students are regularly and sincerely given practice in English by making use of such innovative and fun-filled tasks, certainly there would be more involvement from the students and subsequently better results from the students. As suggested by Ahlquist (2013) “meaningful tasks with an engaging narrative framework provide conditions in which learners are inspired to learn.”

We all know that for people to communicate in real-life situations requires more than just mastery over linguistic structures (Widdowson 1978). Along with knowledge of the linguistic structures what the students require the most is communicative competence (Hymes, 1972). By incorporating communicative language teaching methods during the classroom interactions, it was possible to facilitate communication in the classroom. The natural context provided to the students through the task-based learning approach practiced in the classrooms provided the students opportunities to interact with each other and derive meanings from their engagements, thus supporting active language acquisition (Larsen-Freeman, 2004).

The intervention process aided the students in communicating in real-life, apart from giving them a practice on what was available in their syllabus. Since the instructor emphasized on giving practice to the students on all the four basic skills in the classrooms on a regular basis, the students were able to show improvement in their post-test results in all the four skills tests. Still a lot remains to be done and as personally observed by the researcher, students in state-run regional medium schools are certainly in urgent need of developing their proficiency in the four language skills. High school is the platform after which any higher study is pursued and where they would be exposed to a diverse student-base for which they need to be well-trained to be able to compete with their English medium educated counterparts. One of the crucial issues that is hampering good training to the students is the lack of properly trained teachers in these schools. The teachers need to be well-trained themselves with the required knowledge and skills to teach English to the high school students, and to develop English language proficiency among them. As suggested by Thornbury (2006), effective teachers are those who successfully utilize ‘teacher talk’ in the classroom to negotiate meanings and make learning effective for

learners by checking for understanding, by constant repetitions, and by rephrasing and backtracking.

The teacher talk method as proposed by Thornbury (2006) includes several different functions like:

- *managing (e.g. Giving instructions, nominating turns)*
- *explaining (e.g. Giving definitions of words, presenting grammar)*
- *checking understanding*
- *modeling, i.e. providing a clear model of new language items*
- *gaining feedback, including correcting*
- *eliciting, i.e. asking questions in order for learners to display what they know*
- *providing input, as when dictating a text, or telling a story for listening comprehension purposes*
- *interpersonal talk, such as when chatting with learners at the beginning of the lesson, or commenting on topics that might arise incidentally during the course of the lesson*

As discussed above, with the role of the teacher being so integral to the classroom, every effort must be made to see to it that Teacher training (TT) or professional training of teachers happens on a regular basis through training programmes, workshops and conferences. In addition to TT, Teacher development (TD) or professional growth of teachers is another key aspect that needs to be focused upon by the teachers themselves. Reflection or reflective teaching as advocated by experts (Larsen-Freeman, 2004; Thornbury, 2006; Richards and Lockhart, 2010) allows the teachers to reflect on their own teaching with the objective of bringing in improvements, and required modifications. Nobody knows better than the teacher the immediate context of the students, the current proficiency level, the comprehensible input (Krashen, 1987) needed for the students the ability to grasp the subject matter, and the factors that can motivate them towards learning. The teacher is the key who can unlock the door that can pave the path for a cure of all the ailments that befalls the current English learning scenario in government supported regional medium schools of the country. In the words of Kern (1995), the performance of the students is dependent on the efficiency of the teachers. The relative positive outcome of the intervention process suggests that even in the resource-poor classroom conditions prevailing in these state-run schools, sincere efforts from teachers can bring about positive results.

6.1 Model Lesson Plan Proposed in View of the Positive Outcomes of the Intervention Process

6.1.1 Lesson Plan

Table-7: Week-1 Lesson Plan

Name of the Activity/(s)	Storytelling
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Understand the main point of the story through attentive listening. b) Narrate the story in simple English. c) Write a summary of the story in their own words.
Key Content	The key contents that shall be practiced through this activity include: vocabulary, listening comprehension, speaking skills, writing skills, the use of simple present and simple past tenses.
Resources/Instructional Materials	Stories from magazines, newspapers, storybooks, and textbooks.
Procedure	First the teacher narrates the story using L1 and the students listen to it. Then the teacher narrates the same story using simple English. Then the students are asked some comprehension questions and true false statements based on the story. Then the students are asked to narrate the story in English. After narration the students are asked to write a short summary of the story.

Table-8: Week-2 Lesson Plan

Name of the Activity/(s)	Understanding grammar in context
Time	45 Minutes daily

Objectives	At the end of the activity the students shall be able to: a) Understand the basic structures of the parts of speech and other grammatical structures and use it in the context. b) Understand the aspects of tense and its usages c) Prepare a tense chart of their own
Key Content	The key contents that shall be practiced through this activity include: vocabulary, parts of speech, tense and time, subject and predicate, Modals, singular and plural, countable and uncountable nouns etc.
Resources/Instructional Materials	Grammar from the textbook and other grammar books.
Procedure	First the teacher explains each of the parts of speech like noun, pronouns verbs etc. giving examples from real life. Then the teacher reads out a passage slowly and asks the students to identify the parts of speeches in that. Then the teacher gives different writing assignment to the students in the class where the students need to supply the missing prepositions, adjectives and conjunctions. Then the teacher explains the meaning of tense and time giving different examples and writing down the structure of each tense. The teacher then asks the students to form sentences of their own using the tense forms. Then the teacher gives assignment to the students to prepare a tense chart of their own by writing the different forms of sentences by using only one sentence. Similarly, the teacher explains all the grammatical structures giving examples in context and thereafter gives classroom assignments to use those grammatical structures in sentences of their own.

Table-9: Week-3 Lesson Plan

Name of the Activity/(s)	Chain drills, Riddles and Teasers, Tongue-twisters, Proverbs
Time	45 Minutes daily

Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) Speak a number of English phrases and sentences fluently b) develop the skill of analysing c) comprehend and memorize a number of proverbs used in real life with its meaning in L1
Key Content	The key contents that shall be practiced through these activities include: vocabulary, listening skills, speaking skills, and writing skills.
Resources/Instructional Materials	A number of sentence structures in English formed by the teacher, a number of riddles and teasers from internet and different other sources, and set of proverbs translated into English from students' L1 and also a set of English proverbs.
Procedure	First the teacher makes the students practice some chain drills at the beginning of the class. After the completion of one round of the chain drill, the teacher writes down some tongue-twisters on the board and asks the students to practice it and utter it clearly. It continues for some time. Then the teacher quickly divides the entire class into small groups. Then she/he writes down a number of riddles and asks the students to solve the riddles in groups. She writes down a number of proverbs on the board, explains its meaning in L1 and asks the students to copy those on their notebooks. In each class the teacher gives a new set of chain drills, riddles and teasers and proverbs.

Table-10: Week-4 Lesson Plan

Name of the Activity/(s)	Proverbs and Dumb Charades
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) Understand the meaning of the proverbs both in L1 and L2. b) Write a summary of the proverb by giving real life examples. c) Develop their questioning skills and interaction with

	peers.
Key Content	The key contents that shall be practiced through these activities include: vocabulary, listening skills, speaking skills, writing skills, interaction with teachers and peers, questioning skills.
Resources/Instructional Materials	A set of proverbs translated into English from students' L1 and also a set of direct English proverbs.
Procedure	The teacher gives some proverbs to the students to write down. Then he explains the meanings of the proverbs in both L1 and L2 giving examples from real life. When the students understand the proverbs in the context, the teacher asks them to write a summary of the proverb. Then the teacher introduces a game, i.e. 'Dumb Charades' in the classroom using the proverbs. The teacher divides the whole class into small groups having 5-6 students in each group and plays the game with the students.

Table-11: Week-5 Lesson Plan

Name of the Activity/(s)	The Art of Describing
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) Describe people, places, objects and procedures orally. b) Write a detailed description of people/places/objects. c) Acquire a set of new vocabulary for the art of describing.
Key Content	The key contents that shall be practiced through this activity includes: vocabulary, speaking skills, writing skills
Resources/Instructional Materials	Chalk/duster/ blackboard.
Procedure	In this activity the students are taught the art of describing a person by telling his/her physical features as well as his/her behavioural aspects. Similarly, they are taught to describe a place by its location and historical importance and relevance.

	They are also taught to describe an object on the basis of its size, shape, colour, material and its usage.
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Table-12: Week-6 Lesson Plan

Name of the Activity/(s)	1. Vocabulary from Newspapers/wrappers/labels, 2. Boost your Vocabulary using Synonyms, Antonyms, Homonyms and Palindromes
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Acquire different sets of vocabulary from the textbooks as well as from real-life context. b) Use the vocabulary in sentences of their own.
Key Content	The key contents that shall be practiced through these activities include: Vocabulary, Synonyms, Antonyms, Homonyms, Palindromes
Resources/Instructional Materials	Textbooks and word books, newspapers, wrappers, labels
Procedure	The students are given different types of newspaper cuttings and are asked to note down the words, the meaning of which is unknown to them. They are also asked to bring chocolates/chips wrappers, soap covers, and used medicine labels etc. and find out the words written on it. The students are taught different sets of vocabularies like synonyms, antonyms, homonyms, one-word substitutions etc. and are asked to use them in sentences of their own.

Table-13: Week-7 Lesson Plan

Name of the Activity/(s)	Telephone Conversation Practice
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) communicate with their friends/ teachers in English in a natural setting b) Talk to their family members, friends and relatives in

	English language over phone
Key Content	The key contents that shall be practiced through this activity include: Telephone related vocabulary, listening skills, speaking skills, Dialogue delivery
Resources/Instructional Materials	None
Procedure	The students are divided into pairs. Each pair is given an imaginary situation where they talk over phone with each other. The students are also allowed to choose their own topic of conversation.

Table-14: Week-8 Lesson Plan

Name of the Activity/(s)	Teaching Poetry / Teaching the Art of Writing a Poem
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) understand and interpret the contents of a poem b) write a summary of the of the poem in their own words c) write short five-lined poems of their own
Key Content	The key contents that shall be practiced through this activity include: vocabulary, recitation skills, Listening skills, Nouns, adjectives, verbs, adverbs, similes and metaphors
Resources/Instructional Materials	Text-book
Procedure	The students are asked to recite a poem in the class. Then the teacher recites the poem and the students follow. Then the teacher explains the poem giving different suitable examples and asks the students some comprehension questions from the text. Then the teacher asks the students to write a summary of the poem in their own words. The teacher also teaches the students how to write short five-lined poems using the parts of speech.

Table-15: Week-9 Lesson Plan

Name of the Activity/(s)	Drama/Skits
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Perform a concept in front of their friends using English language. b) Write small excerpts of dialogues of their own.
Key Content	The key contents that shall be practiced through these activities include: vocabulary, listening skills, speaking skills, Dialogue delivery
Resources/Instructional Materials	Text-book, Skit prepared by Teacher, skit prepared by students
Procedure	The teacher takes some portions of the play prescribed in the text and asks the students to act it out in the classrooms. The teacher also shows a demonstration in the class. The teacher herself prepares a small skit taking any social issue and prepares the students to act it out in the classroom as well as outside the classroom in different functions.

Table-16: Week-10 Lesson Plan

Name of the Activity/(s)	Write What You See/ Visual Stories
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Write in English the details of a picture shown to them. b) Narrate in front of their friends what happens in the picture. c) Make an imaginary story seeing the picture and narrate it in front of the class.
Key Content	The key contents that shall be practiced through these activities include: Observing the minute details and noting down, writing skills, speaking skills, critical thinking skills
Resources/Instructional Materials	Pictures from newspapers, cartoons by R.K. Laxman, the famous cartoonist

Procedure	In this activity, the teacher shows some interesting pictures and cartoons to the students and asks the students to write a paragraph seeing the picture. They need to write it in a coherent and logical manner. The teacher also asks the students to write a short story based on the pictures. Then the students are asked to narrate in front of the class what they have written.
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Table-17: Week-11 Lesson Plan

Name of the Activity/(s)	Preparing Greeting Cards/ Invitation Cards
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: know how to write a greeting card/ marriage invitation card etc.
Key Content	The key contents that shall be practiced through this activity include: different sets of vocabulary, skills, writing skills, proverbs, maxims and quotations
Resources/Instructional Materials	Chart papers, sketch pens/ colour pens/ scissors/ gum
Procedure	Here in this activity the students are taught how to prepare different types of cards for different occasions like birthday cards, marriage invitation cards and new year greeting cards etc. The students are asked to bring different types of cards and see the pattern and then prepare cards of their own. They are also asked to collect quotations, maxims, proverbs etc. to write on the cards. The students are divided into groups and asked to prepare greeting cards for different purposes.

Table-18: Week-12 Lesson Plan

Name of the Activity/(s)	Vocabulary Games/ Dictionary Usage
Time	45 Minutes daily

Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) Grasp different sets of vocabulary needed for different purposes. b) Know how to find words quickly in a dictionary. c) Use the knowledge of vocabulary while speaking and writing.
Key Content	The key contents that shall be practiced through these activities include: vocabulary, speaking skills, writing skills
Resources/Instructional Materials	A dictionary
Procedure	The students are divided into pairs and they play different types of vocabulary games like word-chains, jumbled word games etc. Then the students are asked to tell their teacher some words randomly. Then the teacher writes down those words on the board as dictated by the students. Then she asks the students as to how would all these words appear in the dictionary. Which word will come first and which later? Then she asks the students to write all the words alphabetically. The students are asked to organize each letter of the words alphabetically because that is how it appears in dictionaries.

Table-19: Week-13 Lesson Plan

Name of the Activity/(s)	Spices in the Kitchen / Master Chef
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: <ul style="list-style-type: none"> a) Speak and write the English names of the spices used in their kitchen and daily lives. b) Write the usage of each spice in English. c) Act as a master chef and describe the procedure and usages of spices in different recipes.
Key Content	The key contents that shall be practiced through these activities include: vocabulary, speaking and writing skills
Resources/Instructional Materials	A list of spices

Procedure	The students are asked to make a list of spices in their kitchens in English and write down their usage. Then they perform the role of a chef in a competition. Here in this activity the students need to pretend that they are on TV and preparing a dish. They need to tell the ingredients needed for the dish and the procedure of preparing a particular recipe and how different spices are used for the same.
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Table-20: Week-14 Lesson Plan

Name of the Activity/(s)	Role Plays
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Play the roles of different characters in their schools. b) Speak in front of their friends.
Key Content	The key contents that shall be practiced through this activity include: vocabulary, speaking skills, imitating people
Resources/Instructional Materials	None
Procedure	The students are encouraged and motivated to play the roles of different personalities. Starting from their school head-master, class teacher, English teacher, and the attendant, to playing the roles of the Chief Minister of the state and the Prime Minister of the country. They are mostly permitted to proceed unhindered, yet at the same time, corrective feedback and guidance should also be provided to them, sometimes in-between the performances and sometimes at the end of the performance so that they get to know where they are committing the errors.

Table-21: Week-15 Lesson Plan

Name of the Activity/(s)	Mini Extempore
Time	45 Minutes daily
Objectives	At the end of the activity the students shall be able to: a) Deliver a short talk/speech for 3 minutes spontaneously without the help of any person or any supporting material.
Key Content	The key contents that shall be practiced through this activity include: speaking skills, writing skills, elocution skills
Resources/Instructional Materials	None
Procedure	Before the beginning of the activity, the teacher gives some topics on several common things and issues for the students to practice. Then they are asked to write a short summary of the topic taking only important points. Then they are asked to speak for three minutes on the spot without any further preparation.

The lesson plan can be repeated after the completion of the 15th week. During the intervention process also, some of the activities were repeated considering the demands of the students as well as the situation. If the contents of this lesson plan are practiced in the language classrooms throughout the academic year then definitely there would be positive changes in the learning styles, and the English proficiency levels of students who study English as a second language.

6.2 Recommendations based on the Pedagogical Implications of the Study

The following are some of the recommendations meant for the various stakeholders of English language teaching and learning such as the teachers, the teacher-trainers, the parents, the students and the policy makers.

1. There should be a meaningful engagement of the students by the teachers in the classrooms for the effective teaching and learning of the English language. This can be possible if the English language curriculum is designed in an effective manner inculcating all the applied skills of the language, and there is result-driven activities practiced in the classroom so that the pupils understand what goal has to be achieved within the stipulated time of the classes.
2. The teachers should adopt various types of fun-filled and innovative tasks and activities while teaching English to the rural students since these students are not exposed to the language like their counterparts in English medium schools, and in schools belonging to urban areas.
3. The teachers should cite practical and real-life examples in the classroom, thus stimulating the interest of the students to learn English. It is also important that the English teachers should endeavour to apply the use of instructional materials in their teachings at all levels of education for better achievement.
4. The students should be motivated both intrinsically and extrinsically in the schools to learn English and other subjects as well. Classroom motivating environment should be created both by distributing prizes and small tokens of appreciation, and by narrating the examples of previous students who have excelled in their careers.
5. The syllabus of the high school needs to be reoriented in such a way that different types of activities are included in it which can be performed in the classrooms and the teachers need not worry about completing the syllabus since the additional activities would already be included as a part of the syllabus.
6. English language teachers should be given appointment by the government in all the state-run schools to teach English since only teachers who are well-trained in English can do justice to the course rather than other subject teachers who are not well-versed in the various aspects and nuances of the language.
7. A mini language laboratory should be set up in all schools equipped with audio-visual aids to develop the communicative skills of students through regular speaking practice.

8. Adequate training in English and teaching methods and materials should be provided to all teachers teaching English in the state-run schools. In the words of El-Okda (2005), teachers' professional growth is very much essential for students' academic development.
9. On a pilot basis English can be introduced in state-run government schools from class I instead of class III. Further action can be taken only after the impact of such a scheme gets well-established.
10. Examination in English should be based on both language and literature taking into consideration all the four skills.
11. The teachers can train their students on self-learning strategies to enhance the interest of the students to learn English.
12. The teachers should avoid teacher-centered classes and move towards student-centered classes. Students like to write and talk, listen and read about things related to their real-life experiences, and therefore teachers should always create opportunities for learning that recounts real-life experiences and stories.
13. The salary of the teachers should be increased since lower salary makes the teachers search for additional income as a result of which they do not concentrate on the teaching process at school.
14. Large classrooms should be constructed in schools in order to accommodate the large number of students in each class, and to carry out different activities which involve group-work and pair-work.
15. All state government officials should send their wards to the state-run government schools. It is widely seen that the children of individuals, including all government officials, policy-makers, and teachers themselves, who can afford private English medium schools always send their children to private schools. Only the wards of the poor and illiterate attend these government schools, resulting in almost nil accountability from the teachers and the school administrators.
16. There should be eight English classes allotted per week, instead of six to cover all the aspects of language and literature.

17. Free books should be provided to all the students irrespective of their class and caste. Currently only Schedule Caste (SC) and Schedule Tribe (ST) students are entitled to get free books in high schools. There are students who belong to the general caste but do not have money to buy a single book. The government needs to be aware of this truth.
18. There should be continuous assessment and evaluation based on communicative skills in the form of monthly and quarterly tests before the half-yearly examination and year-end examination.
19. The School Boards should present clear-cut aims and objectives on the teaching of English language and how the course prescribed for the students will benefit them.
20. Parents-Teachers-Interaction should be conducted regularly, at least once in every two months in the school, to discuss the progress as well as needs of the students.
21. The libraries of the schools should be strengthened with different types of course books, reference books, comics, magazines and storybooks in English.
22. Adequate physical facilities like chairs, tables, benches, desks, fans, and lights should be provided to all the schools. Separate reading rooms should be provided in all the schools.
23. Proper drinking water and separate toilets for girls and boys should be provided.
24. The researcher recommends to the curriculum designers that while preparing the English syllabus for high school students, they should include different types of tasks that will strengthen the achievement of the students' four language skills, teamwork skills, critical thinking skills, along with problem-solving skills.
25. Government should supply teaching aids and finances to schools to improve upon the unavailable and inadequate instructional materials to make teaching and learning easier, practical, appealing and enjoyable.
26. Teachers should conduct small action research projects inside classrooms taking into consideration the learning styles of the students and the contextual factors of the students' rural locations before starting their English teaching sessions. The government should encourage such types of research by providing funds and other requisite aids.

27. Teachers should be aware of their students' needs and abilities and choose suitable methods to teach them.
28. The English classroom should be a platform for making mistakes. Because mistakes are the real source of learning, the teachers should not magnify the mistakes of the students but correct it during the course of teaching.
29. Training of teachers is a prerequisite for training of students. Therefore, first and foremost, the teachers should be trained.
30. Teachers should seek feedback from the students at the completion of every class regarding his/her teaching process and the subject comprehension of the students.

6.3 Scope for Further Research

I believe that further research is needed to specifically determine the effects of teaching through different fun-methods and techniques of learning as discussed in the current study, on developing English language skills among school students. A longer and continuous treatment period is needed as English is a foreign language and proficiency in the language cannot be achieved in just six months. It is true that the results of the study have shown statistically significant improvement among the subjects, yet at the same time, developing language skills among learners is a slow process and requires time, patience, energy and continuous efforts from all individuals concerned.

Additionally, a major limitation of an experimental study like this, that has been done taking into account school students and their proficiency in English language, is that, it is difficult to isolate a single variable that can be pinpointed to have brought about the improvement shown by the students. The development in the proficiency level of the students is dependent on both the teacher and the teaching methods which include different approaches, materials, teaching aids, a well-structured lesson plan etc. Future researchers need to take note of this while conducting similar studies in various other contexts. The study can also be replicated for students in higher classes, and in government schools in urban areas as well.

6.4 Concluding Remarks

English has become important in the academic and professional life of an individual. The art of communicating well in English is a challenging task. The steps and strategies adopted by the students and some teachers make the process of learning difficult and uninteresting. The whole world has become a global market and multiple businesses have the aim of achieving targets, thereby the technology experts and professionals face new challenges in communicating in their day to day lives. Therefore, attaining success in this competing environment depends not only on acquiring technical knowledge, but also on sharpening their communicative skills. English has turned into a universal language, and its presence and value in the world has expanded enormously in the past decades. Rural students both at the higher education and at the tertiary level lack good communicative skills and as a result perform poorly and remain unemployable even if they are knowledgeable in their subject area. The scenario prevailing in the rural high schools is in a deplorable condition. Students even after studying English for more than eight years lack the communicative skills in English.

To sum up it can be said that learning never happens in a day or two. It is a lifelong process. It can happen anywhere and everywhere and not inside the classroom only. It includes both the efforts of the teachers as well as the students. Though there is no magical formula for making students learn a language, teachers can devise various techniques and motivate students to learn English. The role of the teacher is to facilitate the teaching and learning process by providing appropriate learning materials and make the best use of the available resources and the role of the student is to take advantage of each and every opportunity to acquire the language in classroom transactions. Every individual is born with some hidden potential and the teacher should identify the strength of every learner and tailor their teaching according to the needs and requirements of the learners. As suggested by Brown (2010), one of the tasks of the teacher should also be to create opportunities for “moment-by-moment rewards for students” to make the classes interesting.

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Appendix

English Language Proficiency Assessment Test for High School Students (9th Class)

(Adapted from the Key English Test (KET), ESOL Examinations, University of Cambridge)

Prepared by:

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Student Profile

Name:

Age:

Gender:

Mother Tongue:

School:

From which class you are studying English:

Occupation of Parent (s):

Whether taking any English tuition, coaching: Yes/ No

Dear Students,

Every one of you learns English since it is important for your academic as well as non-academic career. You learn it in the form of prose pieces, poems, stories, and grammar. There are four important skills in English. Those are Listening, Speaking, Reading and Writing. Some of you may or may not know about these skills. Even unknowingly, you are doing activities related to these skills. This test is meant for you. It is a very simple test which is prepared according to your needs. This is a message to let you know about the activities that you have to do in this test. This test will be conducted in three rounds. The first round will test your Reading and Writing skills, the second round will test your Listening skills and the third round will test your Speaking skills.

Wish you all the very best...

Paper-1

Reading and Writing Test

Time: 1 Hour and 30 Minutes

PART-1 MATCHING

In this section there are five questions and eight options. You need to match the questions with the right options. One has been done for you.

Example: You can eat here in the morning.

Answer: (f)

Questions

- 1) It is cheaper to buy things today than tomorrow.

Answer:

- 2) You must not drive fast here.

Answer:

- 3) You should not swim here.

Answer:

- 4) You can drive here next week.

Answer:

- 5) You can play football after lessons.

Answer:

Options

- a) SLOW DANGEROUS CROSSROADS
- b) SWIMMING POOL OPEN AFTERNOONS
ADULT: RS.150
CHILDREN: RS.100
- c) HALF PRICE FOOTBALL SHIRTS SELL MUST END THIS AFTERNOON
- d) POLICE VANS ONLY
- e) DANGER: DO NOT GO INTO THE WATER
- f) BREAKFAST SERVED: 7A.M. TO 10 A.M.
- g) ROAD CLOSED UNTIL MIDNIGHT SUNDAY
- h) SCHOOL SPORTS CLUB NOW OPEN IN THE EVENINGS

PART-2 VOCABULARY

Read the sentences about going on a picnic. Choose the best word for each space. One has been done for you.

Example: Our class has decided to go on a picnic on 25th November, Saturday.

a) decided b) felt c) needed

6) All the students _____ go to Chilika Lake and Tara Tarini Temple.

a) Play b) want c) happy

7) Our Picnic Bus _____ from our school on Saturday night around 11 p.m.

a) ran b) started c) began

8) It _____ seven hours to reach the picnic spot.

a) took b) had c) got

9) Then we _____ to a nearby 'Souchalaya' to freshen up and get ready.

a) reached b) went c) get

10) After that we had our breakfast inside the bus and started our visit by _____ the boat to the Kalijai Temple.

a) Boarding b) sitting c) landing

Part 3: i) Mixed up dialogue

Read the questions below and find out the correct answer from the options given below. One example has been given.

Example: Why are you so late to school?

a) I don't know.

b) I am hungry

c) It was raining

Answer: (c)

11) Whose book is that?

a) It's not there

b) Was not it?

c) I am not sure.

Answer:

12) Are you coming to the Birthday Party?

a) I will go home.

b) Let me see.

c) It's alright

Answer:

13) How long are you going to stay in Delhi?

a) For another three weeks.

b) For the last three weeks

c) It took three weeks.

Answer:

14) I don't like this programme.

a) I will turn it on.

b) Let's turn it off then.

c) You didn't take it off.

Answer:

15) See you tomorrow.

a) That's all right.

b) I can't see.

c) Don't be late.

Answer:

Part 3: ii) Telephonic Conversation

Read the questions below and find out the correct answer from the options given below. One example has been given.

Example: Anita: Hello, Neetu. How are you?

Neetu: c) Fine, thanks. How are you?

16) Anita: Are you free this weekend?

Neetu: _____ .

17) Anita: It's alright. I was thinking of inviting you to my home.

Neetu: _____.

18) Anita: yes. It's my Birthday this Saturday.

Neetu: _____.

19) Anita: It's in the evening around 6 o'clock.

Neetu: _____.

20) Anita: but what about your homework?

Neetu: _____.

Anita: alright. Thank you very much. Bye.

Neetu: Bye.

Options

- a) Is there any special thing happening?
- b) No. I got some home works to do.
- c) Fine, thanks. How are you?
- d) Don't worry. I will finish it in the day time.
- e) Oh. Nice. At what time is the party?
- f) Alright. I will come then.

Part 4: Reading for detailed understanding and main ideas.

Read the questions below and find out the correct answer from the options given below. One example has been given.

Sachin Tendulkar

Sachin Tendulkar is a great cricketer. He is known as the God of cricket. He was born in Mumbai on 24th of April, 1973. His father's name is Ramesh Tendulkar. His full name is Sachin Ramesh Tendulkar.

He went to ShardashramVidyamandir, a High School in Mumbai, where he began his cricketing career under coach Ramakant Achrekar. While at school, his extraordinary batting skills got noticed by the sport circuit. People felt that the young boy would soon become one of the greats in cricket. When he was 14, Indian batting legend, Sunil Gavaskar, a great Indian batsman of that time, gave him a pair of his own pads. This touching gesture greatly encouraged the budding cricketer who 20 years later broke Gavaskar's world record of 34 Test centuries.

Today Tendulkar is an icon to fans all over the world. He is the most worshipped cricketer in the world. Tendulkar has been awarded the PadmaVibhusan, Padma Shri, Rajiv Gandhi Khel Ratna, Arjun Award by the India Government. Recently, he was awarded with the Bharat Ratna, the highest Civilian Award of India.

(http://articles.economictimes.indiatimes.com/2013-02-25/news/37289439_1_truths-seeds-huge-quantity)

Example: Sachin's home is in Mumbai.

a) Right b) Wrong c) Does not say

Answer: a)

21) He stands first in his class.

a) Right b) Wrong c) Does not say

Answer:

22) Ramakant Achrekar was sachin's English teacher.

a) Right b) Wrong c) Does not say

Answer:

23) Sachin broke Gavaskar's World Record in Test Centuries.

- a) Right b) Wrong c) Does not say

Answer:

24) He is a vegetarian.

- a) Right b) Wrong c) Does not say

Answer:

25) He was awarded with the Bharat Ratna.

- a) Right b) Wrong c) Does not say

Answer:

Part 5: Grammar from a passage

Read the questions below and find out the correct answer from the options given below. One example has been given.

As you sow, so shall you reap.

In the proverb, "As you sow, so you reap," is inbuilt a powerful message for all.

Example) In fact, it is important to note that the usage is "as you sow" and not "the more you sow."

Therefore, it is not enough that you **26)** _____ a huge quantity of seeds, spread over a big area. The quality of seeds, fertility of seeds, right manner of sowing, right maintenance, including protection **27)** _____ weeds (unwanted plants), these also matter. In short, you

28) _____ to understand the important things that would contribute to the final yield (result). Applied to life, you have to determine first what is good, effective and rewarding to you, pertaining to relationships, investments, career, behaviour and approach to situations, etc. These are the "truths" relating to you, "truths" that would "set you free"

29) _____ problems and hindering influences, thus **30)** _____ you to realize your proposed objectives.

Options

Example) A) a B) an C) the

26) A) So B) Sow C) Show

27) A) From B) For C) In

- 28) A) Must B) Have C) Could
- 29) A) Of B) In C) from
- 30) A) enable B) Enabled C) Enabling

Part 6: Vocabulary and one-word substitution

Read the descriptions of some words and write the correct word in the space provided.
The first letter is already there.

Example:

If you like reading about music and fashion, you may buy this.

M _____

Answer: **Magazine**

- 31) People who like watching Cricket often go to this place.

S _____

Answer:

- 32) If you enjoy taking photographs, you will need this.

C _____

Answer:

- 33) People who like swimming often go to this place.

B _____

Answer:

- 34) You may play this instrument if you like music.

G _____

Answer:

- 35) If you want to talk to people who are away from you. Then
You need it.

M _____

Answer:

Part 7: Grammar Test without Options

Read the questions below and guess the correct answer. (No option is given for this section). One example has been given.

My name is Pratik Mohapatra. I'm twelve and I live in Cuttack city. I 36) ----- two sisters, Selina and Elina. Both of 37) ----- are a few years younger to me. Elina is 38) -- ---- youngest in our family and it was her eighth birthday last week. I love spending time 39) ----- my friends. We often go shopping or 40) ----- cricket together.

Part 8 Information Transfer.

Read the advertisement and letter. Fill the information in Ashish's notes. One has been done for you.

Book Sale

The Best Book Store

Sector 2, Rourkela.



30% discount in all books & special
20% offer for school students

Offer valid till 22nd December 2014

Letter

Dear Ashish,

Please buy me the Harry Porter Series from the Best Book store, sec 2 Rourkela. It is giving 30% discount in all books and 20% extra offer for school students and the offer is valid till 22nd December. I can start from home only on 23rd night but by that time the offer will be over. I will pay you the money after reaching there. Don't forget to take your school identity card.

Ashish's Note on Buying Books for Kunal

Example: Place: Sector 2, Rourkela

41) Date:

42) Name of the Book store:

43) Offer:

44) Name of the series:

45) Take:

Part 9 short letter (5 marks)

You have started going to a Dance School to learn dancing. There are five questions related to the dance school. Write the answers in five full sentences. One example has been given.

Example: Where is the Dance School?

Answer: It is near our village post office.

46) How far is the Dance School from your house?

Answer:

47) At what time do you go for the dance class?

Answer:

48) What kind of dance you learn there?

Answer:

49) How many hours do you practice there?

Answer:

50) How much is the admission fee in the dance school?

Answer:

Listening Skills

Part 1

Questions 1 – 5

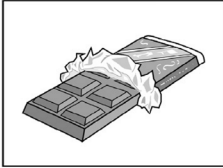

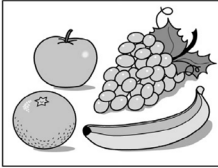
You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 5, put a tick (✓) under the right answer.

Example:

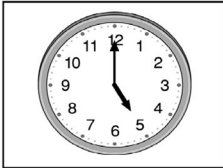

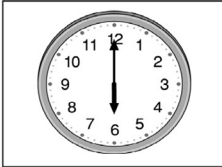
0 How many people were at the meeting?

3	13	30
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

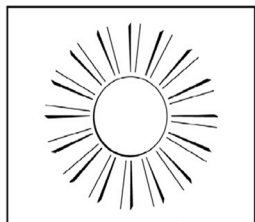
1 What's Jill's favourite food?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

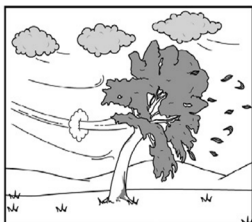
2 What time will Barry phone back?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

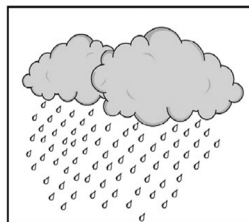
3 What was the weather like last weekend?



A ☐



B ☐

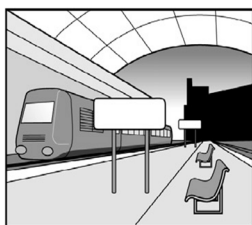


C ☐

4 Where are they going to meet?



A ☐



B ☐



C ☐

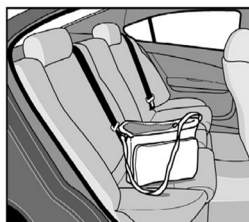
5 What's still in the car?



A ☐



B ☐



C ☐

Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents.
Which present did each person give him?

For questions 6 – 10, write a letter A – H next to each person.
You will hear the conversation twice.

Example:

0 Jenny

C

People

Presents

6 parents

7 brother

8 sister

9 aunt

10 cousin

A belt

B book

C CD

D chocolate

E computer game

F football

G money

H sweater

Listen to James talking to a friend about a new music club. For questions **11–15**, tick (✓) **A, B** or **C**.

You will hear the conversation twice.

11. The Club opens

- a) Yesterday
- b) a week ago
- c) a month ago

12. What did James like about the club?

- a) the good dancers
- b) the fast music
- c) the friendly people

13. At the club, you must not wear

- a) t-shirt
- b) jeans
- c) Sport shoes

14. Yesterday, James' ticket was

- a) five pounds
- b) seven pounds
- c) ten pounds

15. The club stays open until

- a) 12.00
- b) 2 a.m.
- c) 5 a.m.

Part 4

Questions 16 – 20

You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete questions 16 – 20.
You will hear the conversation twice.

Trip to Windfield

Name of hotel in centre: Mill Hotel

Address: 16 24 Road

Cost of single room: 17 £

Telephone number of hotel: 18

Places to visit: 19 Museum and

Museum closed on: 20

Part 5

Questions 21 – 25

You will hear some information about a food market.

Listen and complete questions 21 – 25.
You will hear the information twice.

ELWOOD FOOD MARKET

Hall 1 sells: *vegetables*

21 *and*

Hall 2 sells: 22 *cakes and*

Hot breakfast in the café until: 23

Hall 3

Piece of pizza costs: 24

Children's playroom next to the: 25

You now have 8 minutes to write your answers on the answer sheet.

Paper-3: Speaking Test

Part 1 Informal Conversation

Time: 3 minutes per student

In this section students have to answer the questions asked by the test instructor in full sentences.

- Name:
- Place of Origin:
- Occupation of parent(s):
- Hobbies:
- Aim in life:

Part-2 Prompt Cards

Time: 5 to 7 minutes per pair

Candidate A, there is some information about an English Debate Competition. Candidate B, you don't know anything about the English Debate competition, so ask A some questions about it.

Hobbies

You can either answer your partner's question by using the following notes or by talking about your real hobbies.

Playing cricket, Drawing, Making Rangoli (Jhoti)

Listening to songs, watching TV, reading story books.

1-2 hours

Hobbies

Ask your partner about his/her hobbies. Use the following notes to help you, but you can ask other questions as well.

What hobby?

Other Hobbies?

How much time?

2.1 Candidate A, there is some information about an English Debate Competition. Candidate B, you don't know anything about the English Debate competition, so ask A some questions about it.

Answer Card

English Debate Competition

For the high school students

At Panchayat Campus

20th September

1st Prize: a Parker Pen and a
Geometry Box

Notified in the school notice board

Question Card

English Debate Competition

Where?

For which class?

Date?

Place?

More Information?

What win?

There is a variety of acceptable questions which may be produced using this material. For example:

- Where is the competition?
- Is the competition open for all?
- What date is it?
- Where can you get more information from?
- What can you win?

2.2

Question Card Answer Card

<u>Holidays</u>	<u>Holidays</u>
Where?	<ul style="list-style-type: none">• Kanyakumari
How long for?	<ul style="list-style-type: none">• One week
Stay where?	<ul style="list-style-type: none">• Hotel Gopi Nivas
With whom?	<ul style="list-style-type: none">• Family
Like it? Why/ why not?	<ul style="list-style-type: none">• Very nice- sun rise and sun set Sea shore, bathing in the sea
Sightseeing?	<ul style="list-style-type: none">• Vivekananda rock, Udayagiri Fort, Kumari - hall of history
Go again?	<ul style="list-style-type: none">• Would love to

Dissemination

Research papers published/ Accepted for Publication

- **Nayak, R. & Mohanty, S.** (2013). Reading *Bruhat Tapoyi* as a representation of the socio-cultural ethos of the Odia community. *Lokaratna* 5(6): 41-50.
- **Nayak, R. & Mohanty, S.** (2014). English language proficiency level of high school students in Odisha: A comparative analysis. *The Journal of English Language Teaching in India*. 56(3), 20-25. (UGC approved Journal)
- **Nayak, R. & Mohanty, S.** Let's have Fun While Learning English: Activities to develop speaking skills of rural school children. *The Journal of Asia TEFL*.15(2), 502-509. (Scopus Indexed)
- **Nayak, R. & Mohanty, S.** Collaborative learning as a tool for developing individual speaking skills of undergraduate students in a mixed-ability language classroom. *Kalahandi Renaissance: A Multidisciplinary Journal*, 12. (Accepted)
- **Nayak, R. & Mohanty, S.** "When learning meets fun: Developing listening comprehension of rural school students through games & real life activities." *The Journal of English Language Teaching in India*. (Under Review) (UGC approved Journal)

Presented Papers in National/ International Conferences:

- Presented a paper on "Impact of Tagore on Modern Odia Poetry with Special Reference to the Sabujaites (Green)" in a Two Day National Conference on: "Tagore in Indian Languages and Literatures" conducted by Pondicherry University, Department of English, on 22nd -23rd March, 2012
- Presented a paper on "Reading *Bruhat Tapoyi* as a Representation of the Socio-cultural Ethos of the Odia Community." In the Two Day National Seminar on "Theorizing the Region" organized by the Department of English, Central University of Karnataka, Gulbarga. India (2013)

- Presented a paper on “English Language Proficiency Level of High School Students in Odisha: A Comparative Analysis” in a Three-Day International Conference at “the 8th International Conference and 44th Annual ELTAI Conference” organized by Dept. of English, SRM University, Chennai, India (2013)
- Presented a paper entitled “The Effect of Cooperative Learning on English Speaking Skills” in a Three-Day International Conference at “the 9th International Conference and 45th Annual ELTAI Conference” organized by the Vivekananda Global University, Jaipur, Rajasthan. India (2014)
- Presented a paper entitled “Teacher, Tell us a Story”: Teaching Speaking Skills to Rural School Students' at the 10th International and 46th National Annual ELTAI Conference on Learning and Teaching English in India: Setting Standards, organized by the Raj Kumar Goel Institute of Technology for Women, Ghaziabad, India. (2015)
- Presented a paper entitled “Developing English communicative Skills of High School Students through Fun-filled Activities” at the 12th International and 48th National Annual ELTAI Conference organised by St. Teresa’s College, Ernakulam, Kerala (2017)

Curriculum Vitae

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E-mail: radharani.eng@gmail.com

Current Profile:

Working as a lecturer in English at Government College Autonomous, Bhawanipatna, under the Dept. of Higher Education, Government of Odisha, India and simultaneously, working as a research scholar in English in the Dept. of Humanities and Social Sciences, National Institute of Technology, Rourkela, Odisha, India.

Area of Interest:

- English Language Teaching
- Research Methodology
- Comparative Literature

Current Research Area:

Teaching English to Rural High School Students: Identifying and Addressing the Challenges.

Education:

- 2012 (20th July), Ph.D. continuing under the guidance of Prof. (Dr.) Seemita Mohanty at NIT, Rourkela, Odisha, India
- 2010-12, M.A in English and Comparative Literature at Dept. of English, Pondicherry Central University, Pondicherry, India. (First Class with 8.56 CGPA).

- 2007-2010, Graduation in English (Honours) at Kendrapara Autonomous College, Kendrapara, Odisha, India (First Class with Distinction with 71%).
- 2005-07, +2 Arts at Kendrapara Autonomous College, Odisha (First class with 70%).
- 2005, Matriculation under Board of Secondary Education, Odisha, (First class with 70%).

Work Experience:

Worked as a Lecturer in English at Government Polytechnic Kendrapara, under the Dept. of Skill Development and Technical Education, Government of Odisha, India from October 2015 to June 2016.

Research Experience:

Worked as a Research Associate in an ICSSR funded Project titled “Impact of Popular Culture on Language Use among Indian Youth: A Case Study of Orissa” (2012-2013) under the Principal Investigator Prof. Seemita Mohanty.

Seminar/ Workshops/ Training Programmes attended

- Participated in Infosys-linked 100-hour training in the “Global Skill Enhancement” Programme conducted by Kendrapara Autonomous College, Kendrapara, Odisha (India) during the academic session 2009-10.
- Attended a One Day Seminar on “Theorizing Poststructuralism” conducted by Pondicherry University, Department of English on 17th February 2011.
- Attended a two-day National Seminar on “Production and Reception of Dalit Literature” Conducted by Pondicherry University, Dept. of English on 30th and 31st March 2011.
- Attended a two-day National Conference on New Bearings of Eco-criticism organized by Pondicherry University, Department of English on 20th-21st September 2011.
- Attended a two-day International Conference on “The Politics of Children’s Literature” conducted by Dept. of English, Ravenshaw University on 9th -10th January 2012.
- Participated in a Ten-day “Research Methodology Course” organized by Council for Social Development, Hyderabad from 21-01-2013 to 30-01-2013.
- Participated in a Three-day National workshop on “Glocal Trends and Issues in English Language Teaching: Challenges and Opportunities” organized by Department of Humanities, National Institute of Technology, Tiruchirappalli. from 24-01-2014 to 26-01-2014.
- Participated in a Three-day short term courses on panel data analysis using STATA from 23rd -25th Nov, 2016, organized by the Department of Humanities and Social Sciences NIT, Rourkela.
- Participated in a Two-day National workshop on “Art of Academic Writing and Publication Skills” organized by Gangadhar Meher University, Sambalpur (Odisha) from 21-10-2017 to 22-10-2017.

- Participated in a Two-week Induction Training Programme for Government Lecturers organised by NITTTR Kolkata, India from 12-12-2015 to 23-13-2015.
- Participated in a Two-week Induction Training Programme for Government Lecturers organised by Fakir Mohan University, Odisha, India from 10-06-2016 to 24-06-2016.

Membership of Professional Association:

English Language Teachers' Association of India. (ELTAI)

Achievements/ Awards:

- Best Graduate in English in +3 Arts (B.A.) at the District level.
- Secured 1st position in +2 Arts (I.A.) at the District level.
- Recipient of Indian Council of Social Science Research (ICSSR) Doctoral Fellowship

Strength:

Confident, disciplined, hardworking, diligent, ability to collaborate within a group, willingness to learn.

Personal Profile:

Name: Radharani Nayak

Sex: Female

Date of Birth: 1st June, 1990

Marital Status: Unmarried

Nationality: Indian

Languages known: English, Hindi, Odia

Academic References:

Prof. Seemita Mohanty

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Declaration:

I confirm that all the above stated particulars in this CV are true to the best of my knowledge and that I can provide documentary evidence to verify all the given information.

Radharani Nayak